

SANTA CLARA POLICE DEPARTMENT

FIELD TRAINING MANUAL



Forward

The Santa Clara Police Department Field Training Program consists of four integral components that include the Field Training Program Manual, the Field Training Guide, the Structured Learning Content program, and the completed performance evaluations and work product copies.

- The Field Training Program Manual covers the program details, personnel responsibilities, evaluation procedures, and FTO program completion records.
- The Field Training Guide contains information on common police procedures. It is valuable to aid the trainee during the learning process while in the FTO program, and can be used as a guide when the trainee is on his or her own. This guide is referenced in the Structured Learning Content program as a source of information.
- The Structured Learning Content component contains the critical and necessary skills the trainee needs both instruction on and competence in prior to being released as a solo beat officer.
- The Daily Observation Reports (DOR's), End of Cycle Reports, and Supervisor Weekly Reports, as well as copies of the trainee's work product are contained in a binder and used to address the progress or additional training needs of the trainee.

This segment, The Field Training Program Manual, contains the information concerning the program construction, implementation, and evaluation. The trainee, FTO, and FTO SAC personnel are required to know the contents to ensure the training provided the new officer is complete, consistent, correct, and above all, ensures the trainee is provided the best possible chance to succeed in the FTO program and as a solo beat officer.

The Field Training Program Manual contains evaluation standards as set by this Department. All necessary evaluations concerning the trainee's performance, supervisor evaluations, remedial training, trainee critique of the program and FTO's, and completion records are contained within.



FTP

Field Training Program Manual

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**SANTA CLARA POLICE DEPARTMENT
FIELD TRAINING MANUAL**



PART I

Program Orientation



FIELD TRAINING OVERVIEW

Field training is intended to facilitate a peace officer's transition from the academic setting to the performance of general law enforcement uniformed patrol duties. Although an officer graduating from the POST Regular Basic Course (Academy) has received a thorough introduction to basic law enforcement subjects, that officer cannot be expected to immediately assume the full responsibilities of an experienced officer. Newly assigned officers must receive additional training in the field, on actual calls for service, where they can learn from officers who already have practical patrol experience. Field training introduces a newly assigned officer to the personnel, procedures, policies, and purposes of the individual law enforcement department and provides the initial formal and informal training specific to the department and the day-to-day duties of its officers.

In order to make the new officers' field training as effective as possible, they are assigned to a Field Training Officer (FTO). The FTO is an experienced officer selected and trained to conduct this type of training. It is the responsibility of the FTO to thoroughly review the Field Training Program (FTP) guide materials with the newly assigned officer (henceforth referred to as the trainee) and to demonstrate proper patrol procedures. Trainees will be required to perform various law enforcement duties under the guidance and supervision of their assigned FTO and a Field Training Program Supervisor/Administrator/ Coordinator (FTP Sergeant). The trainee's performance will be evaluated by the FTO and monitored by the FTP Sergeant through daily and/or weekly reviews. This one-on-one style of training, in actual law enforcement situations, sets it apart from any prior academic endeavor.

Field training has a significant impact on the individual trainee in terms of imprinting attitudes, style, values, and ethics in carrying out the duties of policing that will remain with the officer throughout a career. Because of this, it is probably the most effective influence on the future direction of this department. The department head and field training staff must be certain that their field training program not only develops the necessary technical skills, but also reflects the policing philosophy of this department and the community we serve.

The field training staff has the responsibility of building the future of the department through the people they train. The FTP must have a training philosophy that ensures that each trainee is given the maximum opportunity to show that he/she can do the job. To accomplish this, the program must create a positive environment in which learning is maximized, and in which trainees are able to perform to the best of their ability. The approach must be fair, firm, friendly, and, above all, professional. The example set must be beyond reproach. Evaluation must be sincere and given in a straightforward manner emphasizing the positive as well as the negative aspects of performance. At no time should trainees be demeaned or ridiculed. Trainees should never be treated in a way that deprives them of their dignity. Every effort must be made to ensure that the stress felt by the trainee is caused by the job and not from the words or actions of the field trainers.

Our Department leaders and FTP staff have a responsibility to the community we serve. This responsibility requires that the department train and retain only the most competent-officers. Not everyone has the capability to perform the complex, demanding tasks of the patrol officer position. If,

after sufficient training, the trainee does not meet the acceptable standards, he/she must be

removed from patrol duties. To do otherwise would be an injustice to the department, the community it serves, and to the trainee.

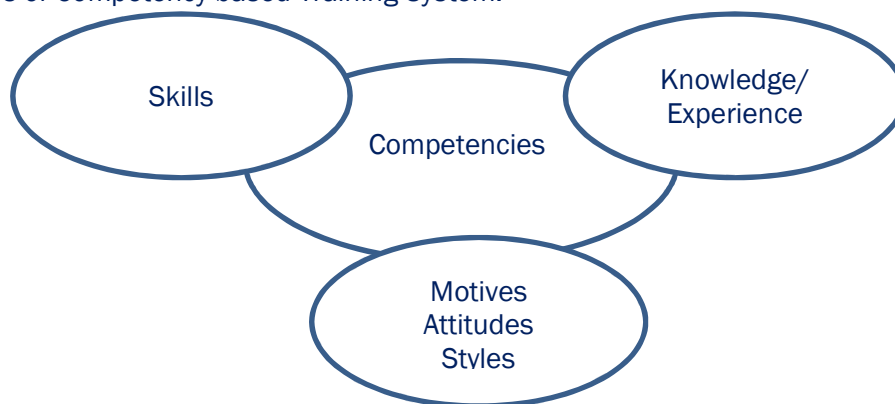
To accomplish the field training task requires the utmost dedication and patience throughout the department. All levels must support the training mission and accommodate training needs. The future of the department rests in the implementation of a well-organized and administered FTP. Support of the program and the program staff will result in successful trainees who can perform the duties of a patrol officer in a safe, effective, and competent manner.

S.C.P.D.'s Role/Expectations of Field Training Programs



The S.C.P.D. FTP and the collaborative field training regulations are intended to support a competency-based training system. Trainees need to develop competencies relevant to their position as new patrol officers. The program helps trainees achieve specific objectives in order to be successful in their new organizational role and to develop skills, knowledge, abilities, and attitudes at a personal and professional level. In this program, competency includes behaviors that demonstrate effective (acceptable) or superior performance. These behaviors may not always include specific knowledge (i.e., exact penal code references) but do include learned or practical experience, or the behavioral application of knowledge that produces a successful result. Competencies are not necessarily specific skills but, rather, the application of skills that produces a successful result.

Objectives of Competency-based Training System:



S.C.P.D. has determined our own level of acceptable performance and the competent standard of a solo patrol officer. As shown above, competencies have several components. Many of these are addressed in the hiring process; however, it's usually only in the field training program, when these components actually have to work and come together, that potential success and true competence is revealed. The FTP staff has the responsibility to evaluate that competence and the success of each trainee. The future of our department rests in their hands.



FIELD TRAINING PROGRAM ELEMENTS

The S.C.P.D. Field Training Program has been designed based upon research and input from numerous law enforcement departments throughout California and the nation, and P.O.S.T.

Scope of the Program

The S.C.P.D. Field Training Program is designed to be completed by peace officers who have successfully completed the POST Regular Basic Course (Academy) and have been assigned to perform general law enforcement uniformed patrol duties. POST regulations exempt lateral officers who have a POST Basic Certificate and one year prior solo patrol experience; however, lateral officers will also complete the Field Training Program to introduce new officers to the department's philosophies, procedures, and community services.

This program also meets the 400-hour field training requirement for Level 1 Reserves. Another POST exemption allows department heads to hire their own Level 1 Reserves if the officer: 1) is appointed to a full-time peace officer position within the same department and previously completed the department's entire POST-approved Field Training Program within 12 months of the new appointment, or 2) has the signed concurrence of the department head attesting to the individual's competence, based upon experience and/or other field training, as a solo general law enforcement uniformed patrol officer.

Length of the Program

Although POST-Approved Field Training Programs must minimally be 10 weeks long, S.C.P.D. incorporates a 2-week in-house orientation and instructional phase with an 18-week training and evaluation FTO program. The S.C.P.D. Field Training Program Guide and Structured Learning Content Manual are presented in such a way as to provide maximum flexibility in the time required to present its objectives. Our research and experience have shown that in most cases 18 weeks is required to provide a trainee time to become minimally proficient in general law enforcement uniformed patrol duties to the extent that he/she can operate independently of a field training officer. This period allows sufficient time for the FTO and Field Training Sergeant to provide further department-specific training, guidance, and evaluation to the trainee. The trainee can be extended while in the FTP in 2-week blocks if needed and as determined to be beneficial to the trainee's completion of the FTO program. Some trainees might be released sooner than 18 weeks (as discussed later).

The FTP will consist of 3 initial weeks with the 1st FTO -designated as the Primary FTO. The FTO's to follow will be in 2, 3, or 4 week blocks/cycles, with a preference being 3 or more week blocks/cycles. Within the FTP, there will be a 2 week block/cycle where the trainee will be assigned to traffic officer. The final 3-week block/cycle will be with the initially designated Primary FTO.

It is incumbent upon the field training staff to work, within acceptable limits, to individualize a training approach for each trainee. *Trainees need time to learn.* Before Department staff considers a

recommendation to release a trainee from the program, the trainee must have attained the skills, knowledge, and abilities to perform safely and within Department standards.

Orientation

The FTP shall begin with a 2-week orientation period and instructional phase. This orientation allows for a smooth transition from the academy, prior department, or custody assignment to the field-training program. The trainee's first few days in the field training program may prove to be the most critical in terms of "setting the stage" for trainee learning and development.

The purpose of this orientation assignment is to address performance objectives or agency-specific needs more appropriate for a classroom setting. This orientation will include firearms and impact weapons qualification as well as trainee demonstrated proficiency in arrest and control techniques, report forms, vehicle and pedestrian contacts, building searches, patrol vehicle operation, and other designated topics. The introduction to the field training program should also include a discussion of the goals of the program, the procedures by which those goals are met, and what is expected of the trainee in order to attain those goals.

Orientation should provide a familiarization with the city or county and the department's personnel and equipment. Topics concerning Department procedures, as well as other identified topics of instruction will also be taught. This orientation period is not evaluated. The goal of this orientation is to give trainees a solid foundation from which they can actively enter into the program.

The orientation period will be documented concerning the topics and skills taught. This need not be on a DOR, but instead may be documented by including a copy of the 2-week orientation topics with the trainee's performance manual.

Standardized/Phase Training

In order to maintain uniformity, a concentrated effort must be made to standardize certain aspects of field training that fall within each topic/area of performance skills. FTOs must have confidence in the training that has preceded their segment of training. Without standardized training, the second FTO (or third, or fourth, etc.) is evaluating the trainee not only on the trainee's shortcomings, but on the training deficiencies of the other FTO(s) as well.

Training must take place before evaluation and must be uniform if the evaluation is to be valid.

Following the S.C.P.D. Field Training Program Guide and using the Structured Learning Content program (topical areas of instruction and performance objectives) will minimize problems that arise from inconsistent training **and** will ensure maximum uniformity in the training process. A fundamental element of the field training program is phase training. Phase training is designed to provide the following:

- A systematic approach to field training,
- Consistent and standardized training,
- The means of assuring the trainee's capability to perform competently as a solo patrol officer

- The opportunity to train with various FTOs and to be exposed to their methods and techniques while operating within standardized guidelines.

During each phase, the trainee will complete a portion of the program including specific performance objectives and be tested on skills and knowledge designed to ensure that the trainee has learned specific skills. The S.C.P.D. FTP is divided into five phases.

Phase I is the introductory phase. It consists of several weeks of mostly instruction and training. During this time, the trainee will be taught certain basic skills. These include officer safety and other areas of potential liability to the organization and the trainee. The trainee will be assigned to an FTO and perform most of this training while in a marked police vehicle.

FTO's assigned to Phase I responsibility are identified as the "Primary FTO" (*Primary FTO's are sometimes assigned because they may be the best prepared to deal with what is believed to be the trainee's biggest challenge based on the information available*). The important elements of this phase are the molding of the trainee's attitude toward the experienced officers and making it clear that the program is not "just something else they have to get through."

The FTO's function as a role model is particularly important here. The trainee's ultimate success may hinge on his/her attitude toward the training program and on the image projected by the FTO.

Training and teaching will be emphasized during this phase. The trainee will be rated using the DOR; however, there will be less emphasis on rating and more emphasis on training and learning from the FTO. This phase incorporates weeks 1 through 3.

Phase II is somewhat more complex than the first phase, and is the phase where trainees become more adept with their new role. During this phase, it is expected trainees will begin handling calls for service with less input required from their FTO. They should begin to master the skills at hand. The FTO must acknowledge the trainee's growing assertiveness, remain constantly aware of, and monitor the workload, guarding against under or over loading, to ensure a proper learning environment. This phase will generally be from weeks four through 11. Training and teaching will continue to be emphasized during this phase.

Phase III trainees will be expected to handle all patrol details, except those they have not yet been exposed to, with minimal assistance. They should be initiating all patrol activities on their own. During Phase III, training continues to a lesser extent in an environment where critical evaluation takes on ever increasing importance. This is also an opportunity for the FTO to review those tasks previously accomplished and to be sure the trainee is prepared for the final phase. All Field Training Guide and Field Training Structured Learning Content and performance objectives will be completed by the end of this phase. This phase will generally be from weeks twelve through fifteen.

Phase IV is the test phase. It is predominantly an evaluation only phase and consists of a three-week period. The Structured Learning Content guide (and all performance objectives) should have been completed prior to the trainee's entry into this phase. An important aspect of this phase is the trainee's return to his or her Primary FTO for evaluation. This is done so that the FTO who originally observed the trainee will be able to evaluate the final product and compare performance levels.

During the first week, the FTO will be in uniform. To ensure the trainee acts as the lead officer, for the last two weeks of this phase, the primary FTO should observe the actions of the trainee from a "ride-along" position while wearing plain clothes. The FTO will not take any action except in instances where his/her intervention is necessary. This FTO intervention should occur under the following circumstances:

- *Officer Safety* -If the actions of the trainee constitute a hazard or potentially dangerous situation to officers or citizens, the FTO must take whatever action is necessary to reduce the hazard and ensure proper safety practices are followed.
- *Illegal and Unethical Activity* - The FTO must ensure that the trainee's actions are legal and ethical at all times. Neither of these conditions shall be sacrificed for training purposes.
- *Embarrassment to a Citizen or the Department* -The FTO must not allow an incident to get to the point where the trainee embarrasses or brings discredit to a citizen or the Department.
- *New or unusual situations* - The FTO may need to assist the trainee with new, unusual, or unique situations the trainee has not been exposed to during the FTO program.

If it is determined the trainee has demonstrated a pattern of difficulty or an inability to perform to the established standards of achievement in any phase, he/she should either receive an extension of training, be given a remedial training assignment, or be terminated from the program.

Standardization and consistency of phase training are essential to the success of this field-training program. Standardized training provides for uniform application of policy, procedure, and law throughout the department. Consistency in training ensures fair and impartial treatment of all trainees.

| Phase I | Phase II | Phase III | Phase IV |
|--|---|---|---|
| Primary FTO Weeks 1-4 | Weeks 5-12 | Weeks 13-18 | Primary FTO Weeks 19-20 |
| <ul style="list-style-type: none"> • Orientation (no evaluation) • Daily Evaluations • Weekly Progress Reports • End of Phase Report | <ul style="list-style-type: none"> • Daily Evaluations • Weekly Progress Reports • End of Phase Report | <ul style="list-style-type: none"> • Daily Evaluations • Weekly Progress Reports • End of Phase Report | <ul style="list-style-type: none"> • Daily Evaluations • Weekly Progress Reports • End of Phase Report • Completion Record/Competency Attestation |

Phase V is the final phase. The trainee, while still on probation, is assigned as a solo beat officer.

Both the FTO's and the trainee's immediate team supervisor are responsible for the continued success and professional development of the trainee, therefore monitoring the trainees progress is crucial for continued success and skill development. The FTO's and/or supervisor to the FTP Lieutenant will report concerns about the trainee's performance.

During Phase V, the trainee will be administratively assigned to patrol teams with designated available administrative positions. The trainee will rotate from and to these different teams every 3-4 months until the end of his or her probationary period. Rotating to different teams will further the training process by exposing the trainee to different work hours, activity and different officers with varying levels of experience and expertise.

The trainee will be rated by his/her immediate team supervisor every two weeks for the first two months, and then monthly until the probation term expires. The Santa Clara P.D. Probationary Officer Evaluation Report shall be used for Phase V evaluations. The trainee will remain in this phase until he/she either completes probation or is returned to the FTO program for further training or skill development.

Rotating Trainers/Trainees

Whenever possible, the Department's field training program should be separated into a set of phases or evaluation periods encompassing a certain number of weeks and certain topics/areas of instruction. When a phase has been completed, the trainee may or may not be assigned to another FTO. An FTO may be assigned to a trainee while finishing one phase and starting another.

FTOs must be flexible and skilled at transitioning from one phase to another. The assignment of different FTOs on different shifts will expose the trainee to a variation of training styles and personal approach to the job.

Trainees who are having difficulty in the program will sometimes improve their performance significantly after such a change. The FTP Sergeant should attempt to match training difficulties of the trainee with specific expertise of an FTO (e.g., a trainee having report writing difficulties should be assigned to an FTO who is an exemplary report writer, or a trainee who needs exposure to enforcement activity, should be assigned to the area or shift with the highest number of calls for service). If the Department can provide FTOs on each shift, trainees should be rotated to a different shift for at least one evaluation period to provide exposure to the variation of responses that are appropriate at different times of the day.

Alternating a trainee's initially scheduled FTO list to different FTO(s) who possesses unique skills and qualities deemed beneficial to the trainee might be necessary to address deficiencies in the trainee's skills. Matching an FTO to the needs of a trainee shall be done to further train and develop the trainee's skills and not as a means of determining "sink or swim" or employing a "hatchet man" technique. All FTO to trainee matching will be for the sole purpose of training and developing the trainee's skills with the goal of becoming a solo beat officer.

Evaluation Frequency

Each trainee's progress, as he/she proceeds through the field training program, is recorded by means of written evaluations called Daily Observation Reports (DOR's). The evaluation process is as important as the training process. One without the other would make the learning process unachievable. Evaluations have many purposes. The obvious is to document a trainee's progress, but there are other purposes as well. Evaluations are excellent tools for informing trainees of their performance level. They are also used for identifying training needs and documenting training efforts. Further, they chronicle the skills and efforts of the trainers. In essence, evaluation represents feedback on many aspects of the program.

Evaluation should be immediate, constant, and fair. S.C.P.D. Field Training standards require that evaluations come in several ways from several levels of involvement in the field training program. FTOs are expected to complete DORs, Weekly Reports, and End of Cycle Reports on each trainee, while FTP Sergeants are expected to review and sign each DOR and complete their own Supervisor's Bi-Weekly Report. Collectively, over the duration of the program, these written evaluations relate a chronological story of performance. These evaluations describe the trainee's successes, failures, improvements, digressions, and attempts to manage each of these occurrences.

Honest and objective evaluations of trainees must be a prime consideration of all members of the field training staff. Part II of this guide contains more information on evaluation.

Organizational Structure/Chain of Command

The S.C.P.D. FTP is administered/supervised by the patrol division. This includes the selection, training, and daily supervision of the FTOs, as well as the day-to-day operation of the program. Several FTP Sergeants will coordinate tasks such as trainee/FTO assignments, remediation, review of the DORs and other weekly, and end of cycle reports.

Patrol provides the framework and virtually all of the opportunity for trainees to apply the skills they learned in the academy. Patrol also has a chain of command that can be adapted to administering a field training program. The patrol division can effectively handle administration of the field-training program as long as there is communication with other interested divisions (i.e., personnel, training, etc.) and the FTP Sergeant has time to manage the program.

Patrol-supervised
Field Training Program
Chain of Command



This chain of command is to be adhered to as long as the business being conducted relates to the FTP and its goals. There may be times when the program administrator or a FTP Sergeant is not available. In this case, a departure from this procedure is allowable if a matter of urgency exists and action must be taken immediately. In most cases, however, time is not a factor and the chain of command should be followed.

It is important that each member of the FTP staff have a sense of organizational loyalty. As information flows up and down the chain of command, decisions are made and the program runs smoothly. Decisions made at an inappropriate level may interfere with program staff and department goals and create feelings of anxiety among the staff as well as with the trainees. The FTP staff operates as a team and, consequently, decisions made affect every member of that team. Decisions made at the proper level, with sufficient input, benefit all.

Program Staff/Personnel Training

Everyone must be on the same page. Only one path leads to success in the implementation of field training, and that path is training ...for all. POST has established minimum training requirements for field training program staff that has the most influence over and the most direct responsibility for trainees-the FTP Sergeant and the FTOs.

The FTP Sergeant training requirement states that every peace officer promoted, appointed, or transferred to a supervisory or management position overseeing a field-training program shall successfully complete a POST-certified Field Training Supervisor/Administrator/Coordinator (SAC) Course prior to or within 12 months of the initial promotion, appointment, or transfer to such a position.

FTOs must successfully complete a POST-certified Field Training Officer Course prior to training new officers **and** complete 24 hours of update training every three years. This update training can be satisfied by completing a POST- certified Field Training Officer Update Course or by completing 24 hours of department-specific training in the same field training topics contained in the Field Training Officer Update Course.

Every reassigned FTO, after a three year-or-longer break in service as a FTO, must successfully complete a POST-certified Field Training Officer Update Course prior to training new officers and then complete the same 24 hours of update training, described above, while they remain in the FTO assignment.

Special Assignments

As a rule, trainees should be under the direct and immediate supervision (physical presence) of a qualified field training officer throughout the program. However, field training can be significantly enhanced by an experience that is not included in the training guide. If the Department has the resources, assignments can be made for brief periods to allow the trainee to work with another senior officer (non-FTO) or civilian (non-law enforcement duties) on special investigations or in specialized training areas (i.e., field evidence technician, criminal investigation, narcotics, etc.). A few hours

spent in the communications center can also be productive.

Trainees will not be assigned to a non FTO (or prior FTO without current POST required training) and placed in an enforcement assignment.

At no time should another officer (or civilian) who has not attended a POST- certified Field Training Officer Course evaluate a trainee. However, documentation of the special assignment as well as significant training or action that occurred will be done. This documentation should be provided on the DOR narrative continuation page. Depending on the type of activity, and at the direction of the FTP Sergeant, the officer, detective, dispatcher, or civilian to whom the trainee was assigned may be asked to write a brief narrative of the assignment and any significant training and/or performance that was accomplished. This action can also be followed if the FTO misses a shift due to illness, court, etc., and another employee provided training and/or supervision. Again, these assignments must have the prior approval of the FTP Sergeant whenever possible.

During the phases of the FTO program, the trainee will be given written tests covering the topics in the Structured Learning Content program, law, Department policies, and other related topics. These written tests will be retained in the Structured Learning program binder.

Remedial Extension(s)

As mentioned before, the S.C.P.D. FTP length is a 2-week in-house training period followed by 18 weeks of in-field training. It should be understood, however, that situations might occur which make it difficult to always adhere to a set time limit. These situations may have their source in the trainee's performance; other times they are administrative in nature. For whatever reason(s) they occur, trainees must be given a fair opportunity to prove themselves.

Trainees may have their field training extended to allow them sufficient time to master complex tasks. This is not a guarantee that every trainee has the right to an extension. The decision to extend shall be that of the FTP Sergeant and is usually made before the trainee enters Phase IV. This decision should be based on a review of performance and other information available as well as the recommendations of the FTOs and program staff. The extension provides an opportunity to have any diagnosed and documented problems remediated.

An extension in the FTP may be handled several ways. The trainee may continue to work with the same FTO or may be assigned to a different FTO on any of the available shifts. A decision may even be made to utilize an outside resource. The field training extension should be tailored to fit the needs of the trainee. This is a difficult time for the trainee and a time when he or she might "give up." It is the FTOs responsibility to see that the extension is viewed from a positive perspective and as a strategy that will lead to success. The foundation for a decision to extend is whether or not the cause is viewed as something that can be corrected. FTP extensions should occur infrequently and should not be granted by the program staff unless the probability of success is anticipated.

Part II of this guide contains more information on the remediation process and remedial strategies.

Extensions shall be in 2-week blocks.

Reduction on FTC Training Length

On occasion, a trainee will enter the FTO program and perform exceptionally well and with the degree of competency that the full 18-week program is deemed unnecessary. Trainees with an S.C.P.D. Reserve background and officers hired from another law enforcement agency might fit this category. The decision to release a trainee from the FTO program earlier than the 18- week program will be made based on an evaluation of the trainee's skill set including knowledge of law, procedures, Department policy, and ability to perform as a solo beat officer. The FTO's, FTO supervisors, Patrol Division Captain, and Chief's Office will be involved in decisions to release a trainee from the FTO program early.

Termination

The field training program is designed to develop competent solo patrol officers. This level of competence, unfortunately, is not always reached. Some trainees can perform many, but not all, of the tasks required of solo patrol officers, while still others are simply unable to deal with the stress of the job. Whatever the reason(s), some trainees will not be able to meet the performance standards of a competent solo patrol officer.

If, during the field training program, it is concluded by consensus that a trainee should be recommended for termination, it then becomes necessary that all memoranda having bearing on an eventual decision be gathered. This documentation summarizing the trainee's performance should include all evaluation instruments, remedial training assignment details, and other written memos with conclusions and recommendations concerning retention or dismissal. It should reflect the writer's (FTO and FTP Sergeant) point of view and not be influenced by others' opinions, as well as reflect the positive and negative aspects of the trainee's work.

The recommendation to the department head (or his/her designee) to terminate a trainee should be made only after all submitted reports are reviewed by the FTOs involved, the FTP Sergeant, and the command staff. The trainee should be advised of the pending recommendation only after all the memoranda have been submitted through the chain of command to the department head. It will **not** be the FTO's role to notify the trainee of his/her impending termination but that of the FTP Lieutenant. The FTO shall submit to the FTP Sergeant the completed evaluation and remediation documentation supporting the trainee's unsatisfactory performance. The FTP Sergeant shall ensure the documents submitted accurately and adequately support the recommendation, and include remedial training efforts. The packet will be submitted to the FTP Lieutenant. Upon staff approval of the recommendation, the FTP Lieutenant and or Patrol Division Captain will notify the trainee of the termination decision.

Many trainees will elect to resign prior to being terminated from the program. Even if the trainee resigns, all memoranda and other reports or evaluations will be completed and maintained in his/her file to document the field training performance.

FTO and Program Critique / Yearly Evaluations

An important element of running a consistent and successful field training program is the continuous evaluation of FTO performance and the relevance of the program itself. The FTP Sergeant has the responsibility to seek feedback from trainees who are participating in or who have completed the field-training program. The feedback should encompass both the program and its FTOs.

S.C.P.D. has written critique forms to assist in this process and can be found in Appendix VI. (FTO and FTP Critique Forms). Critique forms are structured so that the trainee is encouraged to offer candid opinions concerning the training program and the FTO's performance as an instructor. Critiques completed by the trainees offer insight into the training ability of particular FTOs and an overall assessment of the effectiveness of the FTP from the perspective of the trainee. To the extent possible, the FTP Sergeant should maintain trainee confidentiality and any information provided from the critiques to program staff should be in the form of general training and improvement material. The FTP Sergeant must ensure that FTOs understand the purposes of the program critique/evaluation policy.

The FTP Sergeant shall provide (at least annually) a detailed evaluation to each FTO on his/her performance as a Field Training Officer.

Competency Attestation/Completion Record

S.C.P.D. will document a trainee's successful completion of the training program per POST regulations. Usually at the end of the final evaluation phase (phase IV), the final phase (primary) FTO will attest to the trainee's competence and successful completion of the field training program. A statement that releases the trainee from the program, with the signed concurrence of the department head, or his/her designee, shall be retained in department personnel records. The Completion Record/Competency Attestation form can be found in Appendix VII.

Documentation

Throughout the program, various forms and reports are necessary to ensure proper documentation of trainee performance. Samples of all of the forms mentioned thus far can be found in the Appendices of this guide. As innovations occur which are incorporated into the program, these forms will be revised. The structure of each form is designed to facilitate the training function and/or assist in evaluation. Retention of these forms and any other field training records are based upon department record policies.

Field Training Staff Meetings

Regularly scheduled FTO meetings will be attended by all FTOs. The FTP Sergeant(s) will also attend. The purpose of these meetings is to review the progress of each trainee and pass on information relative to special training problems and remediation efforts. The FTP Sergeant is afforded the opportunity to review drafts of the End of Phase Reports (EPR) or Phase Evaluation Reports and see that they are consistent with what the FTOs are reporting at the meeting.

All personnel discussions in the FTP meetings will be held confidential, and only disclosed to those with a significant need to know.

The field training staff meetings may also include additional training, information and ideology exchange, and review of evaluation standards. This will allow the FTOs the opportunity to enhance the department's standardization and consistency within the program. These meetings could also serve as one way to meet the POST requirement for FTO update training.

Field Training Program Revisions

FTP Sergeants and the FTO's must constantly review the field training program structure, goals, policies, related written materials, etc. Any changes should be made in compliance with POST regulations. The FTP will be reviewed and updated yearly.

Reserve Police Officer Training

The Santa Clara Police Department Reserve Officer program utilizes Level I, Level II and Level III officers. P.O.S.T. mandates that field training be included as part of the total training required for each level. The Santa Clara Police Department Field Training Program will be used for this training.

Level II Reserves will be required to complete an in-house training class consisting of designated topics pertinent to duties performed by a Reserve Officer. Upon completing this in-house training, the Reserve will complete a minimum of 200 hours of field training. At the conclusion of the 200 hours, a FTP Sergeant will review the Reserve Officer's training book and a determination will be made as to how much, if any, additional training will be needed to complete through Phase IV. Generally, the

Reserve Officer will complete the 200 hours within one year of starting the program. Extensions to this requirement will be granted with the consent of the Reserve Coordinator and the FTP Lieutenant.

There are two Level I programs within the Santa Clara Police Reserves. The first is an in-house program in which Reserve Officers will be required to complete a minimum of 50 additional hours of field training. As the requirements for this status mandate that a number of those tasks must be performed, it is possible that the Reserve Officer will need to remain with an FTO longer than 50 hours to complete their training book.

The other program is for the officers who will be recognized by the state as a Level I Reserve Officer. P.O.S.T. requires that these officers complete a minimum of 400 hours of field training. The hours completed during the officer's Level II training can be used if a certified FTO was the trainer.

It is recognized that a Reserve Officer is not expected to master all areas of training to the same degree as a regular officer. It is also recognized that certain critical areas relating to officer safety and the enforcement of the law will not allow for any deviation from the established standard set for regular officers.

To ensure the Reserve Officer gets the best training exposure during the program, FTO's will not train while in an unmarked car. FTO's who are normally assigned to an unmarked car will drive a marked

police car during the shifts they are training Reserve Officers.

Reserve Officers may only train with P.O.S.T. Certified FTO's. If the Reserve Officer reports for duty and there is not a certified FTO available, the Reserve cannot work in an enforcement capacity.

Reserve Officers are mandated by our Department to participate in an Emergency Vehicle Operations Course prior to driving a patrol car in training. Additionally, a Reserve Officer should not be assigned to drive a patrol car while in training prior to completing 100 hours of the program.

Each Reserve Officer in the FTP will be required to complete a field training request form by the 20th of each month and return it to the FTP Sergeant responsible for the Reserve training and scheduling. Level II Reserves will be assigned to work with a number of different FTO's, but to maintain some degree of consistency and to monitor the progress of the Reserve Officer, every effort will be made to assign the Reserve with the same FTO for a multiple training session period. Level I Reserves will normally be assigned to one FTO for the entire training cycle.

The FTP will work in close cooperation with the Reserve program to ensure that the best training is provided to the Reserve Officers. The FTP will make the final determination on the successful completion of the field training for Reserve Officers. The maximum number of hours a Reserve trainee can complete the FTP is 560. Failure to meet the standards for release within 560 hours will result in removal from the program.

The Reserve FTP will utilize a policies and procedures check-book applicable to the duties and knowledge required of a Reserve Officer. The standard DOR's will be used for daily training evaluation.

ROLE/EXPECTATIONS OF TRAINEES



Role of the Trainee

The role of the field training program trainee is to demonstrate the ability to perform at a solo uniformed patrol officer level by the end of the program. This is the standard by which the trainee will be measured throughout the training program.

The trainee's primary responsibility while assigned to the field training program is to devote his/her full attention and efforts toward successfully completing that program. This may be a very intense and stressful time in the trainee's life. The field training program staff will make every effort to provide the tools necessary for the trainee to succeed in this task. Trainees must simply give their best effort each and every moment they are assigned to the program.

Expectations of Trainees

Trainees are to be respectful to their FTOs and other program staff. The FTO's direction is to be accepted and followed at all times. If the trainee believes that a specific order is improper, or an evaluation is not fair, he/she should discuss it with the FTO. If the trainee is still unable to resolve the issue, the trainee should ask to meet with the FTP Sergeant. If the trainee still has a concern or problem, the trainee may ask the FTP Sergeant to set up a meeting with the FTP Lieutenant. The FTP Sergeant shall notify the commanding officer, and a meeting shall be scheduled.

Trainees will complete all assignments in a prompt, timely manner. They will follow all policy and procedures as outlined in the department manuals.

Trainees should ask questions when they arise. FTOs are an information resource and trainees should not wait for the FTO to cover an area of concern they may have. **Trainees are expected to make mistakes.** They should not be overly concerned with errors when they are made. Instead, they must channel their efforts into recognizing and correcting the error(s).

While off duty, trainees should not respond to police calls, nor should they conduct police investigations unless the situation is life threatening. Trainees should discuss these types of situations with their FTO and follow department policy when dealing with off-duty situations.

Trainees will receive evaluations (Daily Observation Reports, Weekly Reports, Supervisor Weekly Reports, and End of Phase Reports). Trainees should use these forms to track their progress and to help identify any areas requiring additional effort on their part. Trainees should be open and honest during the review of these evaluations. Trainees shall be receptive to constructive criticism given by FTOs and field training program staff. They may verbalize an explanation for their action; however, repeated rationalization, excessive verbal contradictions, and hostility are not acceptable and are counter-productive to the field training program itself.

Trainees' relationships with field training program staff, other trainees, and co-workers shall be respectful and strictly professional, both on and off duty, while they are in the training program. Dating and socializing with Department employees will be avoided. Any dating relationship that began before the trainee was hired or assigned will be reported to the department head or field training program commanding officer making him or her aware of the relationship. Department policy regarding these issues should be fully explained and followed.

ROLE/EXPECTATIONS/TRAINING REQUIREMENTS AND SELECTION OF FIELD TRAINING OFFICERS



Role of the Field Training Officer

Field Training Officers (FTOs) have significant additional responsibilities over and above their law enforcement duties when assigned to train a new officer. In addition to performing in an exemplary manner, while trainees closely watch, FTOs must slow their pace to review the purpose and detail of every new encounter. FTOs must guide trainees through a comprehensive curriculum that requires the blending of knowledge and skills, and the good judgment of when, where, and how to apply them.

The essentials of the FTOs role are that he/she applies the techniques of coaching by providing a role model to follow and giving encouragement and direction to the trainee to apply what has been taught. The FTO must follow that up by giving feedback on the trainee's performance. It is important that this assessment have a positive impact on the performance of the trainee. The FTO's appraisal of the trainee's abilities should always be followed with positive reinforcement and encouragement to continue good performance or an adjustment of training techniques and methodologies to meet the needs of the trainee in rectifying any performance deficiencies.

The system that effectively identifies and selects qualified personnel to be FTOs will more often produce technically competent and active officers because patrol supervisors and commanders generally focus on these attributes and recommend officers who have them. It follows that the system will select FTOs who not only set very high standards for themselves but for the trainees as well. In discussing the role of the FTO, although high standards are desirable, the trainee must measure up to the standards that the department sets for the field training program, not higher standards set by the FTO.

FTOs must be flexible and able to change as the challenges change; otherwise, the trainee, the program, and the department will suffer. A bad FTO can disrupt the entire training process and potentially destroy the department. A great deal of trust and responsibility go with this assignment and good FTOs can make major positive impacts within their department.

Expectations of Field Training Officers

Teacher/Trainer

Any officer who becomes a Field Training Officer must have a passion for teaching. The most obvious function of the FTO is that of a teacher. In most cases, this teaching will occur on calls for service and during self-initiated activity. Other times teaching may occur over a cup of coffee or during casual conversation. Teaching may also occur in a formal classroom environment using lesson plans and audiovisual aids. FTOs are often selected for their subject matter expertise (formal training and education) and their practical experience. FTOs must understand the learning process and teaching

methodologies and work hard to develop and maintain their skills. As teachers, FTOs should be willing to accept the responsibility for the progress of the trainee, or lack of it, until they can identify any other uncontrollable factors that are the cause of the trainee's performance.

FTOs should recall how they felt when they began training and, consequently, they may appreciate the trainee's state of mind. The trainee's problems and fears can be dispelled by the FTO through a genuine display of concern about the trainee and his/her success in the program. The trainee should not be pampered but should be treated in a professional, realistic, objective, friendly, and empathetic manner.

FTOs should immediately establish a positive relationship with the trainee. There should be a clear understanding of the FTO role and the trainee role, and it should be explained to the trainee. The sooner trainees know what the training program expectations are, the less apprehensive and more responsive they will be.

It is incumbent upon the program staff and the FTO to work, within acceptable limits, to individualize a training approach for each trainee. Sufficient flexibility has been built into this field training program so that the individual needs of the trainee and the organization can both be met. It is expected that the trainee has the necessary qualities to succeed and, with effective training, he/she will successfully complete the field training program.

FTO training methods should be conducive to producing a successful trainee. Ineffective training methods can seriously alter a trainee's self-image. The use of loud, profane speech or humiliation tactics is not acceptable conduct. These methods do not contribute to the learning environment.

FTOs should reinforce positive attributes and accomplishments instead of downgrading weaknesses. Trainees respond more quickly to positive statements than to negative ones. Above all, within the limits of good judgment, FTOs should use realistic and established training methods that are conducive to the trainee's temperament, needs, and development as a patrol officer.

FTOs must conduct themselves in a professional manner at all times. They must teach and reinforce department policy and procedures. FTOs who focus on values and teach real life lessons will have a profound impact on the trainee's success. They should remember that trainees will be a product of what they are taught and of the behavior that is demonstrated to them. FTOs must attempt to set the highest standards in all areas of their performance. FTOs with a true desire to teach are often more concerned about their contribution to the success of each trainee **and** the program than any compensation or recognition they might receive.

Role Model

FTOs must be positive role models! They must lead by example exhibiting integrity, honesty, and ethical behavior. Maintaining a professional demeanor and appearance; adhering to department rules and regulations; supporting the department's mission and values; adhering to program guidelines in terms of policies and confidentiality; and having a positive attitude toward the department, the training program, the job, and the trainee accomplish the best aspects of role

modeling. FTOs dedicated to the goals and success of the field training program will be respectful of, and respected by, trainees, peers/co-workers, and supervisors. The FTOs must display a quality work ethic, competence, and uncompromising work quality whether or not they are currently training a new trainee. Failure to consistently do quality work, and set the example in their work at all times will be grounds for dismissal from the FTO program consistent with MOU and City rules.

During the orientation process, and each time a trainee is introduced to a new FTO, the FTO should establish a friendly, open, and professional rapport with the trainee. Learning is enhanced through effective communication. Rapport is important to communication because trainees are not likely to share their ideas, questions, or feelings unless they feel their FTO is open or empathetic to them. Learn about, and take interest in the trainee's personal life.

FTOs should also convey an attitude that trainees can succeed in the training program. Trainees are not likely to develop when they feel or are told that success is not possible. Trainees need to believe that their FTOs want them to succeed and that the FTOs will help them achieve success. There is nothing more disconcerting than facing a "stacked deck." Everyone needs to know that they have a chance to succeed. FTOs should expect trainees to succeed.

It is particularly important that FTOs maintain a positive and objective attitude when assigned a trainee who has not performed well with another FTO. The subsequent FTO must give the trainee every opportunity to succeed in that:

- The trainee should not be stereotyped or be discriminated against, and
- Judgments should be based on independent observations, not on the comments of others.

It is entirely possible that the change of FTOs and the application of a positive attitude by the subsequent FTO will be sufficient to elicit an acceptable performance from the trainee. The emphasis should be placed on developing a competent, proactive solo patrol officer, rather than on finding a way to discharge the trainee.

What FTOs expect from their trainees and how they (the trainees) are treated largely determines the trainees' success in the program. Trainees, more often than not, perform at a level they believe is expected of them. The expectation of an event can actually make it happen in field training. FTOs cannot avoid the cycle of events that stem from low expectations by merely hiding their feelings toward the trainee. It is virtually impossible to do this in that messages are constantly being conveyed through actions, mannerisms, expressions, tone of voice, and omissions. FTOs will often communicate the most when they think they are communicating the least. To say nothing, for example, may be viewed as coldness, anger, or disinterest. What is critical in the communication of expectations is often not what the FTO says but how the FTO behaves.

The goals of the program, the department, the trainee, and the FTO can be simultaneously achieved through open, honest, professional, and positive attitudes.

Evaluator

FTOs are also expected to be evaluators. They must develop and use skills to determine if learning is occurring and whether or not remedial training is necessary. Evaluation skills are of primary

importance to the field training program. FTOs must give critical feedback and clear direction to guide the trainee to an acceptable level of competence. If FTOs cannot evaluate, they cannot train. Evaluation is accomplished by the use of Daily Observation Reports, Standardized Evaluation Guidelines, Weekly Reports, End of Cycle Reports, and through the use of structured and impromptu training scenarios, remedial training, evaluation sessions, and verbal feedback. The principle element of effective evaluation is objectivity. Use of Standardized Evaluation Guidelines (SEGs) when completing the Daily Observation Reports (DORs) and frequent field training staff meetings are several ways to ensure standardization of evaluations in the training program.

FTOs should not discuss their trainee's progress with other department personnel, other than those who have a need and right to know. Supervisors involved in evaluations should ensure that positive as well as negative aspects of a trainee's performance are discussed and documented. They should also ensure that the comments are based on direct observation and not on speculation.

FTOs are expected to exhibit evaluation skills that assess performance with fair and impartial feedback and that provide objective and honest documentation.

Leader

FTOs should exemplify the department's mission and values in the program and the community. FTOs should share responsibility with their trainee, delegating through problem solving, and training him/her to engage in pre-planning. The FTO must develop and utilize multiple resources.

FTOs are expected to take charge. They are often the most proactive officers in the department. They should motivate and support the trainee while holding him/her accountable for his/her own success in the training program. Trainees will want to succeed because of the FTO's leadership.

Continued Monitoring of Trainees While on Probation

When a trainee is in Phase V on his/her own operating as a solo beat officer, the FTO's are expected and required to continue to monitor the trainee's field performance. **The FTO shall continue to advise, mentor, and guide the trainee through the probationary period.** The trainee should feel comfortable going to an FTO for assistance with new situations. **Any FTO who recognizes that a trainee has an identified weakness in critical skills** (such as officer safety) **or other vital skills** (report writing, Investigative ability, adhering to Department procedures, etc.) **shall report the weakness to the FTO Sergeant and the Trainee's immediate supervisor.** A trainee with an identified weakness will be remediated to include the possibility of returning to the FTO program for specialized training.

FTO Training Requirements

As mandated by POST, a trainee will not be assigned to an FTO who has not completed the mandated POST FTO training. Furthermore, the FTO shall attend a 24 hour POST mandated refresher course every 3 years. FTO's will attend additional training as required by the Department.

FTO Selection

The Field Training Officer position will be open for application as necessary depending on the number of current FTO's available for training, where the FTO's are assigned (Patrol, Traffic, Investigations, Services) and the anticipated need of FTO's based on projected staffing and hiring.

To be eligible to apply for the FTO position, the applicant must be off probation and have at least three (3) years of experience as a police officer in Santa Clara, or be off probation and have previous experience as a POST certified Field Training Officer, and at least 3 years of experience in law enforcement with primary duties as a patrol officer. The FTO must possess the POST Basic Certificate.

The selection of FTO's will generally follow the specialized assignment selection process found in the Operations Manual. Since the FTO position is not considered a specialized assignment, the selection is not bound by this selection process. For example, the prerequisite that the applicant be out of a previous specialized assignment for a period of 18 months is not applicable to FTO's. Additional testing steps not listed in the specialized assignment selection process are possible. Role playing or critiquing a training film may be part of the oral board and testing process.

Desirable characteristics of an FTO include the ability to maintain professional relationships with citizens, peers, and supervisors. They must have a positive attitude, excellent communications skills, a desire, and ability to teach as well as demonstrate maturity and integrity in performing their duties. Additionally, FTO's should be capable of functioning well with minimal supervision, write clear and concise reports, demonstrate excellent officer safety techniques and display good judgment in routine and stressful situations. FTO's shall consistently set a good example to other officers in their actions and ability to further the goals, policies, and programs of the Department. Adherence to the Department Values Statement is a must. FTO's shall be required to perform other duties as designated by staff.

Factors that may prevent an applicant from being selected may include: excessive sick time usage, excessive tardiness, preventable accidents, sustained personnel complaints, poor performance appraisals, poor testing performance, poor ratings by peers and supervisors (as specified in the specialized selection process), or a lack of consistent performance.

The FTO Lieutenant will compile the testing results along with other pertinent information about the applicants, and forward the results to the Division Commander. The Chief of Police will make the final decision.

The FTO will retain this position and be compensated consistent with current MOU conditions.

Failure to perform as an FTO (including failure to attend/maintain required training, failure to perform to the Department standards as a trainer, failure to maintain skills, failure to exemplify the role of an FTO, failure to be available as an FTO, failure to perform other duties as designated by the Department, etc.) will result in terminating the FTO from the position (consistent with Civil Service rules).



ROLE/EXPECTATIONS OF THE FIELD TRAINING PROGRAM SERGEANT

Role of the Field Training Program Sergeant

The role of the Field Training Program Sergeant is to ensure that the standards and objectives of the department's FTP are adhered to. To meet these requirements, the FTP Sergeant must monitor the training activities of the FTOs and seek periodic feedback on the newly assigned officer's training progress.

The trainee in the academy will be supervised and monitored by the FTO Sergeant.

The FTP will have up to three FTP Sergeants. They will be selected from the Sergeants in the Field Operations Division and will serve as FTP Sergeants as a collateral duty. They will respond to the FTP Lieutenant with all issues related to the FTP.

The FTP Sergeants will be responsible for running the day-to-day operations of the FTP. This responsibility will include monitoring both the training and evaluation for the regular trainee officers and the Reserve trainee officers in the program. The Sergeant's responsibilities may include the following assignments: the scheduling and coordination of the in-house course and subsequent training program for both Reserve and full time officers, and monitoring the training to ensure it is up to date. FTP Sergeants will be responsible for updated training for the FTO's.

The FTP Sergeant will oversee the FTOs and monitor their performance. They will ensure the DOR's are accurate, thorough and complete, and that the performance ratings fall within the Standardized Evaluation Guidelines. The FTP Sergeants will also observe the behavior and attitudes of the FTO's to ensure they maintain the high standards of the Field Training Program.

While reviewing and initialing the DOR's on a regular basis, the FTP Sergeants will accurately monitor the progress of the recruits in the program and determine if any remedial training or instruction is needed. They will work with the FTO's and prepare a training plan (including scenario training if necessary) for those trainees who need additional training.

The Sergeants will, on a timely basis, complete the Supervisor Bi-Weekly Reports on each recruit. Refer to Appendix III for a sample report. They will review the Supervisor Bi-Weekly Report with each trainee prior to it being forwarded to the FTP Lieutenant.

In the case of Reserves, The FTP Sergeant will advise the Reserve Coordinator of any training concerns. The Field Training Sergeant will advise the Reserve Coordinator when a Reserve has successfully completed the Field Training Program.

When the trainee is near completion of the FTP phase IV, the FTP Sergeant(s) will make a recommendation to move to phase V or an extension of the phase IV program. The recommendation, along with supporting documentation, will be forwarded to the Field Training Lieutenant. The FTP Sergeant is expected to protect and promote the department's field training program through the following:

Expectations of the Field Training Program Sergeant

Observation

While it is not necessary to routinely respond to calls that are assigned to a training team, a FTP Sergeant should, in the course of his/her duties, observe the trainee perform. Since the FTP Sergeant is responsible for providing feedback to both team members, the interaction between the trainee and his/her FTO should also be observed.

Feedback

Direct feedback from a FTP Sergeant to the trainee can have a significant impact (sometimes officers can recall these incidents throughout their entire careers); therefore, it should be done judiciously. To praise a trainee, or both the trainee and the FTO, openly for an incident of good performance, will serve to positively reinforce the program. Negative comments on the trainee's performance should be made to the FTO privately, while giving support to his/her role in bringing the trainee's performance up to an acceptable level.

Counsel

Just as a FTP Sergeant would assess and guide officers in their other law enforcement duties, he/she must often counsel the FTO through the training process. A personal style that the FTO has may have an adverse impact on trainees, or other issues such as a personal relationship, favors, or a serious conflict with a trainee must be detected and remedied.

Trainee Assignments

The FTP Sergeant should have an overview of the training progress of each trainee in the program and the assignment status of each FTO. To effectively manage trainee assignments requires planning and a working knowledge of vacation schedules, special assignments, or training courses that the FTOs could be assigned to during a training cycle/phase. The FTP Sergeant should also be in a position to cross-administrative lines/shifts, etc. for the purpose of making FTO/trainee assignments that meet the needs of the trainee. To maintain the integrity of the program, the assignment of trainees to FTOs should remain with the FTP Sergeant.

Extending/Terminating Trainees in the Program

Based on the recommendation of the FTO and a review of trainee performance and evaluation reports, the FTP Sergeant will recommend to the FTP Lieutenant an extension in the field training for a

trainee **who is responding** to remedial efforts. Conversely, the FTP Sergeant, in accordance with the department's policy, should make a recommendation for termination of employment for a trainee who is not responding to remedial training efforts. The termination recommendation shall include supporting documents of the trainee's performance and efforts of remediation. It will be forwarded to the FTP Lieutenant. When the staff makes the decision to terminate the trainee, the Lieutenant shall deliver the termination notice to the trainee. Neither the FTO nor the FTP Sergeant will enter into a discussion with the trainee to dissuade the trainee to resign, and neither position shall deliver a termination decision to the trainee.

Program and FTO Evaluation

The FTP Sergeant has the responsibility to seek feedback from trainees who are participating in or who have completed the field training program. The feedback should encompass both the program and its FTOs. Meeting with the trainees and/or reviewing evaluation instruments can accomplish this. The FTP

Sergeant must ensure that FTOs understand the FTO evaluation policy. The FTP Sergeant shall provide (at least annually) a detailed evaluation to each FTO on his/her performance as a Field Training Officer.

FTO Selection/Deselection

Selection, training, and supervision of FTOs are key elements to successful field training programs. FTP Sergeants are expected to develop, maintain, and oversee the selection process for FTOs in the program. Minimum qualifications and a department specific selection process will be utilized in selecting FTOs.

Details of how candidates are evaluated, selected, approved, and certified may also be included. The process of deselection or decertification for FTOs who have demonstrated unacceptable performance as a trainer and are performing unsatisfactorily will be handled according to MOU and Civil Service rules.

Academy Liaison

While in the academy, the trainee will be under the supervision of a FTP Sergeant. The Personnel Sergeant may also be designated to assume supervision responsibility in the event the FTP Sergeant is unavailable.

In order to closely ally field training with the Regular Basic Course (Academy), the FTP Sergeant will carefully analyze how both are organized, administered, and evaluated. Insight on special training needs of individual trainees can be gained by contacting academy staff.

The FTO program encourages FTOs and FTP Sergeants to monitor academy training techniques. This would be intended to ensure continuity and relevance between the academy and the department's field training program.

The success of the Department FTO program also suggests that the FTP Sergeant establish liaisons with people involved in other aspects of the program and profession such as the D.A.'s Office, Parole, Probation, Public Works, Mental Health, etc. It serves as an invaluable resource to have an established liaison within each of these areas and more.

Mentors will be assigned to the trainees while they are in the academy. Periodic visits, reviewing the trainee's academy records, and helping the trainee with his or her concerns shall be the primary function of the mentors. Mentors are normally FTO's.

Selection

The Field Training Sergeant will be selected from the Field Operations Division Sergeants by the Field Training Lieutenant and Division Commander. This assignment will be a collateral duty. The Field Training Sergeant will report directly to the Field Training Lieutenant on all matters related to the FTO program.

Training

The FTP Sergeant will attend the P.O.S.T. mandated Field Training Program Supervisor/Administrator/Coordinator course. The FTP Sergeant will participate in and present training to the FTO's as needed.

ROLE/EXPECTATION/TRAINING/SELECTION OF THE FIELD TRAINING PROGRAM LIEUTENANT



As designated by the Field Operations Commander, a Lieutenant assigned to the Field Operations division will have collateral duties as the Field Training Program Lieutenant. The Field Operations Lieutenant will be responsible for the supervision of the FTP Sergeants, and will keep the Division Commander informed of the status of all recruits. The FTP Lieutenant will attend the P.O.S.T Field Training Program Supervisor/Administrator/Coordinator course.

The Field Training Lieutenant will be responsible for the review of all training records and evaluations on all recruits. He/she will be specifically responsible for reviewing the End of Cycle/Phase reports, and Supervisor Bi-Weekly Evaluations, as well as Probationary Officer Evaluation Reports.

The FTP Lieutenant will ensure that all training records, lesson plans, and training scenarios are properly maintained. Field training binders containing evaluations and other training material generated during a recruit's training program shall be forwarded to the Training Division for retention. The report copies generated during the FTP shall be purged after two years of permanent employment.

The FTP Lieutenant will be responsible for notifying the Division Commander when a recruit has successfully completed the program and is ready for permanent employment status. The Lieutenant will be responsible for completing a recommendation for termination package when a recruit fails to successfully complete the program. When the staff agrees with the termination recommendation, the FTP Lieutenant shall inform the trainee of the decision.

Other duties of the Field Training Lieutenant include holding periodic meetings with the FTO's and supervisors to discuss the status of recruits in the program and to provide up-to-date training to the FTO's. The Lieutenant will also be responsible for the selection process to fill any Field Training Sergeant and Field Training Officer vacancies.

In administering the program, the FTP Lieutenant is responsible for ensuring that the department's program complies with the minimum standards established by POST. FTP Sergeants must be trained in the various components of the program and should have influence within the department.



PART II

Evaluation and Documentation



EVALUATIONS

During the field training process, trainees must be guided, directed, and apprised of their progress through verbal and written feedback and evaluations. This guide provides several samples of written evaluations including Daily Observation Reports (DORs), Supervisor Bi-Weekly Reports and End of Cycle Reports (Appendices I-VII). This Department's choice of forms is not nearly as crucial as the actual feedback process and content of the evaluations. Evaluations must be consistent, objective, and administered in a manner that promotes good performance and progress throughout the program. The performance objectives in this Field Training Manual and the Structured Learning Content Manual, the judgment used by the trainee, and the skills, knowledge, and competency demonstrated in performing the job-related duties of a uniformed patrol officer will serve as the basis for these evaluations.

The Process

Each trainee shall be evaluated in a number of categories which, when taken together, reflect the totality of the job for which the trainee was hired. The evaluation procedure should be based on the behavioral anchor approach, which uses Behavior Anchored Ratings (BARs). Once the relevant job-related categories have been determined, the *what* to be evaluated has been identified.

How to rate these categories now becomes the issue. *How* is based upon the employee's performance as measured against the department's standards. S.C.P.D. uses Standardized Evaluation Guidelines (SEGs). The SEGs have been established to ensure each FTO's rating of a trainee will be equal and standard throughout the program. They are designed to provide a definition, in behavioral terms, of various levels of performance. The SEGs must be applied equally to all trainees, regardless of their experience, time in the program, or other incidental factors.

Because law enforcement has a wide variety of techniques and procedures, it becomes extremely important that standardization of performance appraisal occurs. *Proper* evaluation without standardization is not possible. In order to promote standardization of the evaluation process, there is a need to articulate and document reference points. These reference points need to explain the rationale supporting the scores used by each department, such as "1"(Not Acceptable), "4" (Acceptable), "7" (Superior), and "NRT" (Not Responding to Training).

SEGs, evaluation "scales," and the explanations for Not Acceptable, Acceptable, Superior, and NRT may be modified by the FTP SAC to reflect current operational standards for any given department. Likewise, the categories listed on the Daily Observation Reports may also be modified to reflect the "job." The categories selected for rating should: (1) cover the totality of what an employee is required to do, and (2) be anchored in behaviorally descriptive terms.

Rating Behavior/Performance

A written department standard or "scale" should accompany each category evaluated on the DOR. S.C.P.D. uses the "San Jose Model" which utilizes a 7- point rating scale. **All trainees should be evaluated**

throughout the entire program utilizing the solo patrol officer standard as "acceptable" or "competent."

The FTO's role is to examine the trainee's performance and choose the appropriate description as provided in the relevant SEG or evaluation scale. The FTO selects the description that "fits" the behavior that they are evaluating; i.e: 1, 4, 7, "N.O." or "N.R.T." Performance, however, does not always "fit" into the nice, neat rating box. A trainee's performance may be somewhat better or worse than the rating descriptor. In these cases, where behavior is not "anchored" by the appropriate description, the FTO must select the score.

For example, in the 7-point rating scale there are behavioral descriptions found only at numbers "1," "4," and "7." Even if FTOs have different opinions as to when to rate a behavior or performance a "2" or a "3," the bottom line is that both ratings indicate a less than acceptable (competent) performance. The same logic would follow for "5" or "6" ratings as well.

Although this may appear subjective, most FTOs who have completed a POST- certified Field Training Officer Course will select one score over another because they are; 1) familiar with the job, 2) have been trained to know what is expected within their program, and 3) have the best perception of the trainee's performance that day as well as his/her progress (or lack thereof) within the program.

The most difficult part of the evaluation process for FTOs is to surrender their own opinions of what the trainee's performance *should* be. FTOs **MUST** rate the trainee pursuant to the language in the guidelines if the trainee's performance is consistent with the language of that guideline. **FTOs shall have no discretion in this matter.** It is the only way that objective evaluations will be accomplished. If each evaluator (FTO) uses the same measuring device (SEGs), you should see the same results, the same scores.

Common Performance Evaluation Errors

If the objectivity of the evaluation process is called into question, it is most likely because one or more FTOs did not follow the guidelines or standards established by the department. It may be that one or more of the following "errors" entered into the evaluation process.

The **ERROR OF LENIENCY** occurs when the FTO assigns scores beyond those that are deserved. In a field training program, this often occurs because the FTO introduces the variable of "experience" or the amount of time the trainee has spent in the program. In other words, the FTO recognizes the performance as less than adequate but considers it "OK" given the amount of experience the trainee has had. The same performance, seen several weeks later, may result in the awarding of an "Unacceptable" score. If the performance does not change, the score should remain the same regardless of how long the employee has been in the program. Remember ... **All trainees should be evaluated throughout the entire program utilizing the solo patrol officer standard as "acceptable" or "competent."**

The **ERROR OF PERSONAL BIAS** (also called the "Halo" or "Horns" effect) occurs when the FTO allows personal feelings about the employee to affect the ratings. Particular "likes" or "dislikes" limit appraisal objectivity. What is rated in the field training program is whether or not an individual can safely, effectively, and competently do the job as described...that's all!

The **ERROR OF CENTRAL TENDENCY** is seen when the FTO routinely "bunches" scores toward the center of the rating scale. This error is often present in the field training program because of the required

written comments for scores of 1, 2, 6, and 7. Some FTOs, not wishing to take the time to document, will assign scores of 3, 4, or 5 routinely to avoid the "mandatory" reporting rule. Central tendency errors also occur when the FTO does not give close attention to performance and, to be on the "safe side," or to avoid any controversy, rates in the middle of the scale.

The **ERROR OF RELATED TRAITS** happens when the FTO gives the same rating to traits that he/she considers related in some way. The value of rating each trait separately is lost and the overall rating loses specificity. The FTO must choose the category that best fits the behavior and avoid applying the same behavior to multiple categories.

The **ERROR OF EVENT BIAS** comes into play when one or two traits (or a particular behavior) dominate the appraisal. The FTO may evaluate all remaining traits based on the dominant trait or performance. An outstanding bit of work or a severe mistake, not treated as an individual occurrence, may bring about the "Halo" or "Horns" effect.

"NO ROOKIE EVER GETS A 7" (or Exceeds Standards, Superior, etc.) is a belief too often expressed. The SEGs and rating descriptions should be based on real life experiences and should not reflect artificial standards. While it may be difficult for many trainees to perform at a "Superior" level in a number of categories, that score could be attainable for some. There is no place for unrealistic expectations/goals in a job-related performance evaluation system.

The **ERROR OF "ROOM TO GROW"** occurs when the FTO, wanting to "motivate" the trainee to work harder, assigns a score less than what the trainee deserves. When a trainee fails to get the recognition that he/she deserves, there may be a loss, rather than a gain, in terms of motivation.

The **ERROR OF AVERAGING SCORES** occurs when an FTO assigns a score based on an average of the trainee's performance for the day and they have selected a score that is not accurate. For example, a trainee, stopping at thirty or more traffic lights during the day, goes through one without stopping. Some will say that "on the average" the trainee obeys traffic signals and an acceptable rating is given. It is not acceptable to go through a red light but the score suggests to the trainee that it is "OK." Additionally, no one will know what the trainee did unless the FTO includes a written comment about the fault.

FTOs are often uncomfortable about giving an "Unacceptable" rating when a trainee has performed well in an area throughout the day with one or two exceptions. Objective evaluation requires that the FTO acknowledge the mistake(s) by assigning a score less than "Acceptable." The FTO must give the trainee an "Unacceptable" rating in an area regardless of how minor or infrequent the mistake(s) when weighed against the trainee's otherwise good performance. The FTO will mediate any hard feelings on the part of the trainee by adding documentation that acknowledges the good performance as well as the mistake.

Finally, there are other errors that trainers must guard against. These are biases that have a tendency to influence us when rating the performance of another. Taking into account a trainee's standing in the academy class; relationship to another member of the department; the presence or absence of educational achievement; age, gender, race or sexual orientation; physical appearance; military background, etc., are only a few of a person's characteristics that dilute objectivity. Performance-related evaluations tend to be more objective and to center on **what** the individual does rather than **who** the individual is. Employees want their performance, not their personality, discussed during a performance review. In this way, defensiveness on the part of the trainee will diminish, and the FTO will be able to

avoid these common appraisal errors.

The only measure that FTOs should use when evaluating the behavior and performance of a trainee is the department's Standardized Evaluation Guidelines.

Evaluation Comments/Narratives/Documentation

Every evaluation shall incorporate written direction by the FTO concerning the Trainee's performance. Important points in documenting performance are acceptable performance, unacceptable performance and other comments or attainable goals to strive toward achieving such as skills and performance or techniques to improve upon.

To make the most effective use of the narrative portions of written evaluations, it is important for the FTO to remember four "goals" of documentation. To provide meaningful evaluation, the documentation should be:

- CLEAR
- CONCISE
- COMPLETE
- CORRECT

Ten Steps How to Achieve the Four Goals

(The following suggestions will support the FTO in accomplishing the documentation goals.)

1. Set the stage.

Provide a description of the situation or conditions that are present when the trainee performs. This will allow the reader to more fully understand what occurred.

Example: The trainee, using excellent defensive driving techniques, brought an 80 mph, high-speed chase to a successful halt.

2. Use verbatim quotes.

It is sometimes clearer to report what was said rather than attempt to describe the effect of the words.

Example: The trainee, when logging an arrestee's property and finding \$535 in his wallet, remarked, "Where does a low life jerk like you get this much money?" This angered the arrestee and resulted in a physical confrontation.

3. Report the facts - avoid conclusions.

Report what occurred. Do not include your interpretation of why something occurred. In the example below, there are several possible reasons why the trainee is not making the traffic stops other than a lack of motivation or confidence.

Example: The trainee lacks motivation or confidence. Despite training in vehicle violation stops, the trainee, although admitting that he saw the violation, had to be told to make these stops on five separate occasions.

4. Remember your audience.

When writing your evaluation(s), consider who may be reading the report. In addition to the trainee,

your report may be read by your supervisor, department head, an attorney representing your department or the trainee, an arbitrator, or judge. These readers will form opinions of your abilities based on what they read.

5. Watch your grammar, spelling, and legibility. Avoid slang, jargon, and swearing.

Not everyone who will be reading your evaluation(s) understands radio codes and penal code sections. Explain any code sections used. Be professional and model your expectations.

6. Speak to performance, not personality.

Criticize the act, not the person. Criticizing the person brings about defensiveness. While more difficult to do in written vs. verbal form, the "Impersonal" style of documentation relieves some of the stress.

Example: Rather than write "You did a poor job of handling the disturbance call... try "Trainee Jones did a poor job of handling..., " etc.

7. Use lists, if appropriate.

The use of a "list" approach will sometimes save time and space.

Example: The trainee, when asked, failed to accurately identify the following ten code definitions: 10-7, 10-8, 10-16, 10-27, 10-28, 10-29, 10-35, and 10-62.

8. Think remedial.

What has been tried? How did it work? What will you try next? Document your training plans and the results thereof.

9. Use quantification whenever possible.

Quantification or the documentation of a standard that is familiar to every reader adds clarity to the documentation.

Example: It took Bill five tries to successfully complete a burglary report. See attached.

10. Do not predict.

Avoid statements such as "I am sure that Ann, with a little more effort, will be able to master the radio," or "Charlie's skills will no doubt improve as the weeks go by." Rather than make statements of this nature, the FTO should write what the behavior should produce; i.e., "When Bill can complete reports of this nature within 30 minutes or less, he will be performing at an acceptable level." Predictions set up false expectations.

If FTOs can write acceptable reports, they should be able to write acceptable evaluation narratives. One way to keep documentation of this type in perspective is to write as though telling a story to a close friend or co-worker who was not present when the behavior was observed. Would all the details be included or just generalities? When in doubt, reread what's written and ask if you REALLY know what happened from what was written. Another approach is to have another FTO or supervisor read the narrative. Do they have any questions? If so, the documentation may need more work.

Discussing Evaluations

The FTO and trainee's discussion of evaluations is a particularly important aspect of the field training program. Merely completing the evaluation and having the trainee sign it will not achieve the objectives

of a proper evaluation.

The performance evaluation must:

- Be understood by the trainee. This does not mean the trainee has to be in agreement with the entire evaluation, just that he/she understands it.
- Be the basis for plans to help the trainee improve performance as needed.
- Give the trainee recognition for strong points and acceptable performance as well as call attention to weak areas and/or deficient performance.

FTOs should allow ample time to discuss evaluations with trainees prior to leaving at the end of the shift.

Discussions should be held where privacy can be maintained with little or no interruptions. These discussions should be a "two- way conversation."

Trainees should be encouraged to express how they feel.

Trainees should be encouraged to be more self-aware and perhaps, even be given a chance for self-evaluation.

FTOs should listen to what the trainees have to say and not show disapproval when they do respond to the evaluation.

FTOs should re-emphasize that performance is being discussed and not a defense of the evaluation.

Once a discussion has been completed, the FTO should ensure that the trainee acknowledges the score, signs the evaluation, and has the opportunity to provide written comments or speak with the FTP SAC if desired.



PERFORMANCE EVALUATION DOCUMENTS

Daily Observation Report

The Daily Observation Report (DOR) is to be completed by the FTO at the end of each shift that the trainee is assigned to work during the field training program. Days where the trainee receives no evaluation by a qualified FTO (i.e., Orientation, days off sick or injured, non-enforcement or special assignments, etc.) will also be documented on the DOR. Only the headings and narrative portions should be completed for those shifts. The DOR is used to record the trainee's performance, specific training or instruction presented, and any other information of importance related to the trainee's activities in the training program that day.

This report is the permanent record of the trainee's progress in terms of performance, skills, knowledge, the improvements needed, and the FTO's efforts to bring about change. It is the principle document used for determining the trainee's status in the program.

The form shall be completed at or near the end of each shift and reviewed with the trainee unless unusual circumstances exist. It is important that this feedback be shared with the trainee as close to the events documented so that he/she can have the benefit of utilizing the feedback in advance of the next call for service and/or shift. The FTO must plan as best as possible to allow necessary time to complete reports and the DOR prior to the shift end. In situations when this is not possible, the FTO should stay with the trainee (not pass the trainee off to another FTO) until necessary work is completed, and then present the DOR. As a general rule, when the trainee's work is still incomplete 5 hours after shift end, the FTO should consider sending the trainee fatigued, send him or her home, and complete the paperwork and DOR on the following shift (assuming the crime report is not required to be completed on the assigned shift).

The DOR is designed to rate observed behavior with reference to a numerical (i.e., 1, 4, and 7). The form lists specific categories of behavior (i.e., officer safety, driving skill, appearance, etc.). Each category must be rated or an indication made that the performance was "not observed" (N.O.) during the shift covered by that DOR. Circling or marking the appropriate number records the numeric rating based on the Standardized Evaluation Guideline for each category. Ratings of 1, 2, 6, and 7 will be explained in the DOR narrative.

The "N.R.T." box on the face of the form means "Not Responding to Training."

In addition to a numerical rating in the particular category, the "N.R.T." box may also be marked or the N.R.T. box alone may be marked. N.R.T. is assigned after reasonable remedial efforts have failed to result in improvement. Citing N.R.T. is a serious step and is considered a "red flag" for the trainee and the FTP SAC. From this point, if improvement is not made, termination may result. It is expected there will be significant documentation about the problem before this step is taken. The decision to assign N.R.T. is somewhat subjective but one that can be reasonably justified. The FTO must first get a sense of the difficulty of the task. Is it an easy task or one that is rather difficult to learn?

Once the difficulty or complexity is known, the FTO then must get an idea of how many tries the trainee

has had at task completion. This process is a search for the presence or absence of balance (i.e., has the trainee had enough opportunities to effectively complete the task given the difficulty?). If the answer is "Yes," N.R.T. is appropriate. If "No," continue with remediation.

We must be sure that any remediation that has been given is perceived as that likely to bring about the desired change. The quantity and quality of remediation will be examined to ensure that the strategies employed would likely lead to improvement.

The "R.T." found on the DORs refers to remedial training or the time spent by the FTO in the correction or review of previously taught information or procedures. When 15 minutes (some departments use a 10-minute standard) or more is spent in any one category, the FTO shall record the number of minutes in the appropriate box. If the FTO spends less than 15 minutes in the task area, a "check" or "X" is sufficient. More information on remedial training and strategies begins on Page 11-15.

The S.C.P.D. DORs have a Documented Score ("D.S.") box on the left side of the face of the form. These columns of boxes are checked when there is documentation in the DOR for that particular category.

The reverse side of the DOR and/or supplemental pages is designed for narrative comments. Both acceptable and unacceptable performance should be noted by the FTO. Any additional comments documenting the trainee's performance are encouraged, particularly in the area of training. Steps taken to assist trainees in improving their performance should also be noted here.

All DOR's are to be signed and dated by both the trainee and the FTO. The FTP SAC will also review and sign these forms. The FTP SAC must monitor the trainee's progress through the review and signing of these DORs and/or through the completion of a Supervisor's Bi-Weekly Report. Sample DORs with the supplementary SEGs can be found in the Appendices.

Although identification of trends or patterns is important and should be addressed in the narrative, FTO's are reminded that each DOR documents the activity of each individual shift. The scores should not be cumulative. Rather, a recruit should start each shift with a clean slate.

Supervisor's Bi-Weekly Report

In an effort to ensure accountability, supervision, and participation from a higher level within the department, FTP SAC Sergeant will complete an evaluation of the trainee's performance and progress every 2 weeks. The evaluation will be completed and administered to the trainee by the FTP SAC. This report is useful not only to report a trainee's performance but also to serve as a check and balance of the FTO's evaluation of the trainee.

The Supervisor's Bi-Weekly Report contains a sentence in which the supervisor advises the trainee that his/her performance for that 2 week period was either "acceptable" or "unacceptable." The FTP SAC will also advise the trainee as to the level of his/her overall performance at that point in the program. This report provides additional feedback to the trainee and an opportunity for the trainee to discuss other training issues with a supervisor, if needed. The Supervisor Bi- Weekly Report should be signed and dated by both the trainee and the FTP SAC. A sample Supervisor Bi-Weekly Report can be found in Appendix VII.

End of Cycle Report

The FTO completing his or her block of training with a trainee will complete an End of Cycle Report (ECR). ECRs detail the trainee's significant strengths and weaknesses, as well as list specific training provided during the phase. The ECRs also list recommendations for training needed by the trainee during the next phase of instruction.

In this report, FTOs will indicate their judgment as to the actual level of performance demonstrated by the trainee. The EPR should be discussed in a field training staff meeting with the FTP SAC, the trainee's current FTO, and the trainee's next FTO. Special training problems should be clarified and addressed with the development of a specific training regimen for the next phase of instruction. The ECR should be signed and dated by the trainee, the FTO, and the FTP SAC.

It must also address the judgment displayed in performing the objectives, the skills demonstrated in conducting preliminary investigations, preparing reports, performing self-initiated activity, and the acceptability of personal characteristics such as personal relations and dependability. Objectives that were carried over from a previous evaluation period because they were not acceptably performed, or are not currently being performed at an acceptable level, should also be included.

The ECR should not contain any reference to an incident that was not part of the DOR or has not been reviewed with the trainee. A sample ECR can be found in Appendix VI.

Completion Record/Competency Attestation

Upon the trainee's successful completion of the field training program, it will be the responsibility of the Final Phase Primary FTO to complete a competency attestation of the trainee's ability to perform the duties of a solo patrol officer.

After assuring that all the materials from the field training program guide have been covered and signed off, and after personally observing the trainee's acceptable performance in all of the functional areas or categories, the primary FTO will initiate a Completion Record/Competency Attestation form to be routed through the chain of command. The form should be signed and dated by the trainee, the Final Phase FTO, the FTP SAC, and the department head (or his/her designee). This form should become a permanent part of the trainee's training record. A sample Completion Record/Competency Attestation form can be found in Appendix VII.

Probationary Officer Evaluation Report

The Probationary Officer Evaluation Report will be used to evaluate the probationary officers after they have completed Phase IV of the FTP and have been assigned to a team in Phase V. The probationer's Patrol Sergeant will complete the evaluation report. The sergeant and the probationary officer will each sign the form.

The probationary officer will receive this report every two weeks for the first four weeks. They will then receive an evaluation using the form every four weeks until they have successfully completed probation.

The Field Training Lieutenant will be responsible for preparing a folder for each probationary officer

containing the forms pre-marked with the rating period dates. The Standardized Evaluation Guidelines for this form are on the reserve side of the form. Narrative comments concerning the most acceptable and least acceptable performance are expected. Specific comments are required for ratings of a "3" or less and a "6" and above. Additional room for comments can be continued on a narrative continuation form.

The Probationary Officer Evaluation Report will be completed by the sergeant in a timely manner and submitted to the FTP Lieutenant for review.

A sample Probationary Officer Evaluation Report can be found in Appendix V.



REMEDIAL TRAINING STRATEGIES

Most FTO's will report that training is an "ongoing" process that is the result of the natural interactions between themselves and the trainee. Simple comments such as "keep your gun hand clear" or "this word is spelled ..." often take place simultaneously to the observed mistake. Some training may have to take place at another time or location away from the actual event. What is important to remember is that; 1) a mistake or performance deficiency **must** be corrected, and 2) that correction should come as **soon** as practical after the behavior without interfering with the department's service responsibilities. Most performance mistakes are relatively simple to fix and are corrected almost immediately. The problems that do not seem to go away, or are repeated, call for a more formal approach known as remedial training.

Remedial training is defined as: **A correction or review of previously taught information or procedures.** "Previously taught" should not include any training that the trainee may have received in the Regular Basic Course (Academy). Remedial training becomes necessary when the trainee's job performance is evaluated as less than acceptable after having been provided with sufficient training or intervention that should have corrected and improved the job performance.

While the FTO's role is to help the trainee overcome performance deficiencies and give him/her every opportunity to learn and perform, some performance deficiencies have as their root cause something that the FTO cannot correct. Examples might be immaturity, absence of a positive self-image, lack of common sense and worldliness, lack of life experience, stress, and fear. These are attitudinal based and are occasionally so deeply ingrained in the trainee's behavioral package that they cannot be overcome. It would be wrong to automatically assume that a failure to perform well is linked to one of these reasons. It is more likely that inexperience and an absence of sufficient practice has led to the problem. Remedial training should begin as soon as the ongoing deficiency is noted.

Since formal remedial training may require an extended stay in the field training program, there are several steps the FTO can take when trying to resolve the deficiency:

- Being as specific as possible, identify and describe the deficiency. Do not overlook calling upon the trainee to help in this endeavor.
- Reflect on, and determine, what has been tried and found to be effective with similar performance problems.
- Develop a plan which clearly identifies what the new officer is expected to accomplish, under what conditions, within what time frame, and using what resources.
- Implement the plan and evaluate its success. If the desired level of performance (goal) was not achieved, return to step one.

Consider using a Remedial Training Assignment Worksheet (Appendix IV) when developing a remedial plan. Be sure to document the plan, the FTO's efforts, and the results.

Remedial Training Strategies

The following section is designed to assist FTOs in recognizing and correcting training deficiencies and/or

performance problems. It describes some of the commonly reported trainee problems and offers strategies for resolving them. For any identified deficiency/problem, the types of remedial training strategies are limited only by imagination and feasibility; however, no training should be dangerous, demeaning, harassing, or expose the department to liability.

Department policies, procedures, or safety standards must never be violated for the sake of training.

The following strategies can be appropriate for assisting trainees in gaining proficiency with items in the field training program guide or in designing written training plans.

Role Plays and Scenarios

These can be used for a variety of performance tasks. Care should be taken regarding the following:

- All participants must be made aware that the situation is a training exercise, not an actual event
- No loaded weapons should ever be used in field training scenarios.
- Notification of other potentially involved parties (i.e., dispatch, neighboring departments, patrol and/or field training supervisors, etc.)
- Choice of location (so as not to involve unknowing citizens or other officers).
- Selection of role players who understand the win-win philosophy (If the trainees do it right, they win!).

Role Reversals

Similar to role plays, here the FTO reverses roles with the trainee. The trainee then watches the FTO perform a task in the same incorrect manner that the trainee did earlier. The trainee is then required to critique the FTO and offer suggestions for improvement.

Commentary Driving

The trainee is advised to maintain a running commentary of what is observed while operating the vehicle (in the case of Driving Skills) or while acting as either the driver or passenger (in the case of Patrol Observation and Orientation Skills).

When Driving Skills are being taught, the trainee's recitation should focus on street/traffic conditions, traffic control devices, and defensive driving information. When Patrol Observation is being taught, the trainee should direct his/her attention to people and things that would be of police interest. The intent of this training is to move the trainee from "looking" as a civilian to "seeing" as a police officer does. When Orientation Skills are being taught, the trainee provides a commentary of the: 1) direction of travel, 2) location by intersection, and 3) identification of landmarks.

Verbalization

This technique is useful for those trainees who routinely know what to do but once subjected to stressful situations are unable to perform the required task(s).

Trainees are instructed to talk out their thoughts. If they are enroute to a call, they must describe the call to the FTO, tell how they will get there and, once there, what their actions will be. In this way, they must organize their thoughts and present them to the FTO in a clear and logical manner.

An important benefit for trainees from this exercise is not only the "putting in order" of their thoughts and actions but also the slowing of their thought processes and prevention of "overload." By having them "talk out" their thoughts, their thinking will revert to a slower, more understandable pace. This process should have a calming effect and reduce stress.

Commentary driving and commentary patrol observation will also help the FTO to identify what the trainee is focusing on vs. what the trainee should be focusing on, and will aid the FTO in developing training to improve upon the trainee's skill deficiencies

Flash Cards

Having trainees make flash cards enhances the learning process by using more than one learning style. Flash cards are particularly effective with subjects such as Radio Codes, Orientation Skills, Vehicle or Criminal Statutes and Elements, and Spelling.

Spelling Quizzes

The FTO keeps track of words that are frequently misspelled. The trainee is provided a list of these words and advised a few days in advance of the quiz. If the trainee finds it helpful, he/she may wish to practice writing the words a number of times.

Self-Evaluations

This technique, especially valuable when the trainee has difficulty accepting feedback, entails having the trainee keep notes during the shift and complete a DOR at the end. The DOR should be labeled "Self-Evaluation." As with the FTO's evaluation, both parties review and compare their DORs at the end of the shift.

Directing Traffic

- FTO draws diagrams for trainee to place self, flow of traffic, ideal locations for fire and medical response
- Shut down an intersection and let trainee practice. Start with quiet intersections and build to busier.
- Have trainee speak with other FTOs, traffic officer, etc.
- Have trainee speak with fire and medical responders for their perspective(s).
- Request assignments for these types of calls.

Traffic Stops

- Role-play, in a parking lot, using other FTOs and vehicles.
- Videos
 - Professionally made

- Film trainees in action so they can watch themselves
- Have trainee speak/ride with a traffic officer, etc.
- FTO draws diagram for the trainee to place self, vehicle positions, ideal locations for stop, etc.
- Use miniature cars for placement.
- Develop a checklist -first written, then mental.
- Verbal and written quizzing on traffic codes and elements.
- Have trainee practice completing citations and warnings on copied blank forms.

Report Writing

- Use report writing exercises.
- Pull some good and bad reports as examples. Be sure to remove the author's name.
- Interview detectives, instructors, attorneys, and judges as to what they think make a good report.
- Have trainee enroll in a writing class.
- Have trainee obtain and read books on the subject.
- Develop checklist to include elements of crimes for the more common calls.
- Suggest trainee use spell check.
- Have trainee recite the elements of a crime and describe how the elements were accomplished and in what sequence.
- Have trainee spend time working with an in-house expert or academy instructor.

DUI

- Role reversal with FTO making actual stops and trainee doing the critique.
- Role play in a parking lot using other FTOs and vehicles.
- Videos
 - Professionally made
 - Film trainees in action so they can watch themselves
 - Previous DUI arrests
- Interview DUI officers, instructors, and attorneys
- Review old DUI reports
- Review actual case law
- Have trainee ride with a traffic officer
- Develop a checklist for procedures and forms

Courtroom Demeanor

- Interview detectives, instructors, attorneys and judges as to what they think makes a good witness
- Have trainee observe a trial
- Conduct a mock trial
- Have trainee perform a courtroom role-play, using one of his/her citations or arrests.

Investigative Procedures

- Interview detectives, instructors, and attorneys as to what they think makes a good investigation.

- Verbal and written quizzes on elements of crimes.
- Have trainee spend some time with an I.D. Technician.
- Tour a crime laboratory.
- Follow one of the trainee's cases through with the assigned detective.
- Create a mock crime scene

Felony Stops

- Practice visualization techniques.
- Role plays with trainee as officer and suspect, in daylight and darkness.
- FTO draws diagrams for trainee to place self, vehicle positions, ideal locations for stop, etc.
- Develop a checklist for verbal commands.

Domestic Disputes

- Use models (dolls, playhouse, etc.) for placement.
- Role-play using other FTO's.
- Interviews with victim's advocate or groups.
- Attend an Order of Protection hearing.
- Request assignments for these types of calls.

Orientation Skills

- Give trainee a copy of a map that contains the streets but no names. Trainee fills in the names.
- Verbal and written quizzes on the hundred blocks, landmarks, and other important locations.
- Throughout shift, ask trainee, "Where are we now?"
- Give the trainee addresses, transparencies, and a marker. Have trainee trace the route to the location.
- Have trainee obtain and study overhead maps from highway department or run maps from the fire department.
- Demonstrate efficient ways to use the map, including checking the index.

Radio Procedures and Codes

- Role plays
- What is going on with other officers?
- Sample sentences/codes.
- Describe scenario. Ask trainee how to say it on the radio.
- Obtain a tape recorder that you and the trainee use as a radio in role- plays.
- Have trainee speak in codes rather than plain text/English.
- Assign trainee to a shift in Communications to work with a dispatcher.
- Have trainee log the codes and then decipher into plain text/English, turning in the final product.
- Have trainee listen to a scanner.
- Have trainee read all license plates phonetically.
- Listen to old communications tapes.

Accident Investigation

- Have trainee ride with an accident investigator.
- Develop a checklist for steps in completing an accident report.
- Review past reports and diagrams.
- Create a scenario and have the trainee draw a diagram.
- Request assignments for these types of calls.
- Using crayon attached to the corners of a block, show tire skids, etc.
- Visit driving track skid pan.
- Observe an autopsy for occupant injuries, etc.
- Visit a junkyard for damage estimates, etc.

Rapport with Citizens

- Increase exposure to public.
- Business contact card file.
- Traffic stops.
- Neighborhood watch and crime prevention meetings.
- Front desk.
- Have trainee spend a shift with a public information officer.
- Role plays.
- Videotape trainee's contacts. Have trainee review and critique performance.
- Assign trainee to work with a department volunteer.

Total Confusion

- Have trainee complete a self-evaluation.
- Develop a flow chart of basic tasks.
- Have trainee speak with and/or observe FTOs, sergeants, and/or staff psychologist.
- Flash cards.
- Read past case reports.
- Role-play simple tasks.
- Have trainee list his/her perceptions of the job.

Summary

For remedial training strategies, always remember to:

- Diagnose the true problem.
- Provide feedback.
- Use all the resources available.
- Be creative.
- Document the trainee's performance and your efforts.

**SANTA CLARA POLICE DEPARTMENT
FIELD TRAINING MANUAL**



APPENDIX I

Daily Observation Report (DOR)
Standardized Evaluation Guidelines (SEG)

Standardized Evaluation Guidelines (SEGs)

The Standardized Evaluation Guidelines (SEGs) define the competency levels for all required performance categories and any agency-specific requirements. The SEGs are intended to provide a fair and uniform scoring method to assess each trainee's progress. It is through the use of these guidelines that the field training program achieves a recognized level of standard, competency, and credibility.

Overview

Throughout the Field Training Program, the FTO rates the trainee's performance. Each observed behavior is rated using the Daily Observation Report (DOR) described in this Appendix in the FTP Guide. The numeric scale offers more flexibility to rate behaviors on a sliding scale between 1 and 7.

A rating of "1" indicates the observed behavior is *Unacceptable* or *Needs Improvement*, a rating of "4" meets the minimal standard of *Acceptable* or *Competent*, and "7" indicates the trainee's performance is at a *Superior* level.

Any rating of "1" or "7" on the numeric scale requires a Documented Situation (DS) to describe the event which resulted in the observed rating. The FTO fills out the Narrative Evaluation portion of the DOR to document the event.

The following SEGs correspond to the numbered observable behaviors listed in the DOR for each performance category. Use these value definitions when rating a trainee's level of performance.

Performance Categories

ATTITUDE

1. Acceptance of Feedback/FTO/FTP

Evaluates the way the trainee accepts criticism, how the trainee interacts with the FTO, and how the trainee accepts the training program, including how the FTO's feedback is received and used to further learning and improve performance.

1-Unacceptable – Rationalizes mistakes. Denies that errors were made. Is argumentative. Refuses to, or does not attempt to, make corrections. Considers criticism a personal attack.

4-Acceptable – Accepts criticism in a positive manner and applies it to improve performance and further learning.

7-Superior – Actively solicits criticism/feedback in order to further learning and improve performance. Does not argue or blame other persons/things for errors

2. Attitude toward Police Work

Evaluates the trainee in terms of personal motivation, goals and his/her acceptance of the job's responsibilities.

1- Unacceptable – Abuses authority. Demonstrates little dedication to the principles of the profession. Is disinterested. Lacks motivation and does not attempt to improve performance.

4- Acceptable – Demonstrates an active interest in new position and responsibilities.

7 - Superior – Strives to further professional knowledge by actively soliciting assistance from others to improve skills. Demonstrates concern for the fair and equitable enforcement of the law, maintaining

high ideals in terms of professional responsibility. Exhibits a desire to complete Field Training and become a productive member of the organization.

3. Integrity/Ethics

Evaluates the manner in which the trainee understands, accepts, and employs his/her own integrity and ethics.

1 - *Unacceptable* – Accepts *and* employs a standard of mediocrity. Has little or no sense of accountability and/or responsibility to the department or community.

4 - *Acceptable* – Demonstrates ability to build/maintain public trust through honesty, community awareness, and professionalism. Able to resolve ethical situations through planning, evaluation, and decision-making.

7 - *Superior* – Consistently demonstrates high degree of internal strength, courage, and character. Models responsibility of service and enhances public trust.

4. Leadership

Evaluates the trainee's ability to exercise influence among people using ethical values and goals for an intended change.

1 - *Unacceptable* – Does not use command presence appropriately. Does not prevent/reduce conflict. Fails to show empathy.

4 - *Acceptable* – Understands the difference between influence and authority. Provides expected level of competency to the community through effective collaboration, communication/ mediation, and compassion.

7 - *Superior* – Will not rationalize to compromise integrity. Has the courage to be flexible and employ discretion. Consistently demonstrates trust, respect, and genuine concern.

APPEARANCE

5. General Appearance

Evaluates physical appearance, dress, demeanor, and equipment.

1 - *Unacceptable* – Fails to present a professional image. Uniform fits poorly or is improperly worn or wrinkled. Hair not groomed and/or in violation of Department regulation. Dirty shoes, weapon, and/or equipment. Equipment is missing or inoperative.

4 - *Acceptable* – Uniform is neat/clean. Uniform fits and is properly worn. Weapon, leather, and equipment are clean and operative. Hair within regulations. Shoes and brass are shined.

7 - *Superior* – Uniform is neat, clean, and tailored. Leather gear is shined. Shoes are polished. Displays command bearing.

RELATIONSHIPS

6. Relationship with Citizens/Community

Evaluates the trainee's ability to interact with citizens (including suspects) and diverse members of the community in an appropriate and efficient manner.

1 - *Unacceptable* – Abrupt, belligerent, demeaning, overbearing, arrogant, uncommunicative. Overlooks or avoids "service" aspects of the job. Is inaccessible to the public. Introverted, overly sympathetic, ineffective, prejudicial, biased. Fails to explain actions to citizens. Does not follow up on citizen requests. Poor "non-verbal" skills. Communications are confusing to the public.

4 - *Acceptable* – Courteous, friendly, and empathetic to citizen's perceptions of problems. Communicates in a professional, unbiased manner. Fully explains police actions to public contacts and follows up on public inquiries and requests. Is service-oriented and contacts the public in non-enforcement situations. Good "non-verbal" skills. Communicates well when interacting with the public.

7 - *Superior* – Is very much at ease with citizen and suspect contacts. Effectively manages time to allow increased citizen contact. Quickly establishes rapport and leaves people with the feeling that the officer is interested in serving them. Is objective in all contacts. Excellent "non-verbal" skills. Routinely exhibits strong communication skills when interacting with the public.

7. Relationship with Other Department Members

Evaluates the trainee's ability to effectively interact with Department members of all ranks, capacities, and positions.

1 - *Unacceptable* – Patronizes FTO/superiors/peers or is antagonistic toward them. Gossips. Is insubordinate, argumentative, and/or sarcastic. Resists instruction. Considers himself/herself superior. Belittles others. Is not a "team player." Relies on others to carry his/her share of the work.

4 - *Acceptable* – Adheres to the Chain of Command. Good FTO, superior, and peer relationships. Demonstrates a teamwork attitude.

7 - *Superior* – Is at ease in contact with all members of the organization while displaying professionalism. Understands supervisors' responsibilities and their positions. Actively assists others.

8. Community Organizing and Problem-solving

Evaluates the manner in which the trainee assists members of the community in handling neighborhood issues.

1 - *Unacceptable* – Makes little attempt to establish or attend crime-watch meetings. Does not know the resources available to the community for problem-solving. Acts as "sole authority" and does not include the public in problem-solving process.

4 - *Acceptable* – Assists members of the community in establishing crime-watch programs. Attends established group meetings as time allows. Provides the community lists of available resources. Includes the public in problem-solving.

7 - *Superior* – Actively seeks out public involvement in crime-watch programs. Makes time to attend crime-watch programs and other neighborhood activities. Researches possible resources for neighborhoods to use. Encourages citizens to participate in decisions affecting their community.

PERFORMANCE

9. Driving Skill: Normal Conditions

Evaluates the trainee's skill in the operation of department vehicles under normal and routine driving conditions.

1 - *Unacceptable* – Frequently violates traffic laws. Involved in chargeable accidents. Fails to maintain control of vehicle or displays poor manipulative skills in vehicle operation. Drives too fast or too slow for conditions.

4 - *Acceptable* – Obeys traffic laws. Maintains control of the vehicle while being alert to activity outside of the vehicle. Drives defensively.

7 - *Superior* – Sets an example for lawful, courteous driving. Maintains complete control of the vehicle while operating radio, checking mobile computer terminals (MCTs), etc. Consistently demonstrates Situation-Appropriate, Focused, and Educated (SAFE) driving concepts.

10. Driving Skill: Moderate/High Stress Conditions

Evaluates the trainee's skill in vehicle operation under Code 3 situations, in situations calling for other than usual driving, and under conditions calling for other than normal driving skill.

1 - *Unacceptable* – Involved in chargeable accidents. Uses red lights and siren unnecessarily or improperly. Drives too fast or too slow for conditions/situation. Loses control of the vehicle.

4 - *Acceptable* – Maintains control of the vehicle and evaluates driving conditions/situation properly. Adheres to department policies and procedures regarding Code 3 pursuit enforcement driving. Practices defensive driving techniques.

7 - *Superior* – Displays high degree of reflex ability and driving competency. Anticipates driving situations in advance and acts accordingly. Responds well relative to the degree of stress present. Consistently demonstrates Situation-Appropriate, Focused, and Educated (SAFE) driving concepts.

11. Use of Map Book/GPS: Orientation/Response Time

Evaluates the trainee's awareness of surroundings, ability to find locations, and ability to arrive at destination within an acceptable amount of time.

1 - *Unacceptable* – Unaware of location on patrol. Does not properly use map book or GPS. Unable to relate location to destination. Gets lost. Spends too much time getting to destination.

4 - *Acceptable* – Is aware of location while on patrol. Properly uses map book or GPS. Can relate location to destination. Arrives within reasonable amount of time using the most practical route to reach destination.

7 - *Superior* – Remembers locations from previous visits and seldom needs map book or GPS. Is aware of shortcuts and utilizes them to save time. High level of orientation to the beat and the community.

12. Routine Forms: Accuracy/Completeness

Evaluates the trainee's ability to properly utilize departmental forms.

1 - *Unacceptable* – Is unaware that a form must be completed and/or is unable to complete the proper form for the given situation. Forms are incomplete, inaccurate, or improperly used.

4 - *Acceptable* – Knows of the commonly used forms, consistently makes accurate form selection, and understands their use. Completes them with accuracy and thoroughness.

7 - *Superior* – Consistently completes detailed forms rapidly and accurately with little or no assistance.

13. Report Writing: Organization/Details/Use of Time

Evaluates the trainee's ability to organize reports, supply the necessary details for a good report, obtain all necessary information from reporting person and/or witnesses, and to complete a report in an appropriate amount of time.

1 - *Unacceptable* – Fails to elicit necessary information. Unable to organize information in a logical manner and reduce it to writing. Omits pertinent details in the report. Report is inaccurate and/or incorrect. Routinely requires an excessive amount of time to complete a report.

4 - *Acceptable* – Elicits most information and records same. Completes reports, organizing information in a logical manner. Reports contain the required information and details. Completes reports within a reasonable amount of time.

7 - *Superior* – Reports are a complete and detailed account of events, written and organized so that any reader understands what occurred. Completes complex reports efficiently and in a timely manner with little or no assistance.

14. Report Writing: Grammar/Spelling/Neatness

Evaluates the trainee's ability to use proper grammar, to spell correctly, and to prepare reports that are neat and legible.

1 - *Unacceptable* – Reports are illegible. Reports contain an excessive number of misspelled words. Sentence structure and/or word usage is incorrect or incomplete. Reports are confusing and not easily understood by the reader/evaluator.

4 - *Acceptable* – Reports are legible and grammar is at an acceptable level. Spelling is acceptable and errors are few. Errors, if present, do not distract from understanding the report. Report is neat and clean in appearance.

7 - *Superior* – Reports are *very* neat and legible. Contain no spelling or grammatical errors. Reports are thorough, complete, and easily understood by the reader/evaluator.

15. Field Performance: Non-stress Conditions

Evaluates the trainee's ability to perform routine, non-stress police activities.

1 - *Unacceptable* – Becomes confused and disoriented when confronted with routine, non-stress tasks. Does not or cannot complete tasks. Unable to determine the appropriate course of action, avoids taking action, or employs inappropriate action for a given situation.

4 - *Acceptable* – Properly assesses aspects of routine situations; determines appropriate action, and takes same.

7 - *Superior* – Properly assesses aspects of both routine and complex situations. Quickly determines and employs appropriate course of action.

16. Field Performance: Stress Conditions

Evaluates the trainee's ability to perform in moderate to high stress conditions.

1 - *Unacceptable* – Becomes emotional, panic stricken, unable to function. Holds back, loses temper, or displays cowardice. Over/under reacts, or acts in unsafe or ineffective manner.

4 - *Acceptable* – Maintains calm and self-control in most situations. Determines proper course of action and takes it. Controls a situation and does not allow it to further deteriorate. Keeps safety in mind.

7 - *Superior* – Maintains calm and self-control in even the most extreme situations. Quickly restores control of the situation and takes command. Determines and employs best course of action. Handles situations safely, efficiently, and effectively.

17. Investigative Skills

Evaluates the trainee's ability to conduct a proper investigation with an emphasis on crime scene investigatory procedures.

1 - *Unacceptable* – Does not conduct a basic investigation or conducts investigation improperly. Unable to accurately identify offense committed. Fails to discern readily available evidence. Makes frequent mistakes when identifying, collecting, or submitting evidence. Does not connect evidence

with suspect when apparent. Lacks skill in collection and preservation of fingerprints. Does not protect crime scene. Fails to identify and follow up obvious investigative leads.

4 - *Acceptable* – Follows proper investigatory procedure in routine cases. Is generally accurate in identifying the nature of offense committed. Collects, tags, logs, and submits evidence properly. Connects evidence with suspect when apparent. Collects useable fingerprints from crime scenes, with little assistance, when conditions allow. Knows when to consult a supervisor, investigator, or crime scene technician when processing is needed at involved or unusual crime scenes.

7 - *Superior* – Consistently follows proper investigatory procedure and is routinely accurate in identifying the nature of the offense committed. Connects evidence with suspect even when not readily apparent. Collects useable fingerprints from crime scenes, with little to no assistance, when conditions allow. Actively seeks to improve evidence collection and processing skills.

18. Interview/Interrogation Skills

Evaluates the trainee's ability to use proper questioning techniques, to vary techniques to fit persons being interviewed/interrogated, and to follow proper and lawful procedure.

1 - *Unacceptable* – Fails to use proper questioning techniques. Does not elicit and/or record available information. Does not establish appropriate rapport with subject and/or does not control interrogation of suspect. Fails to recognize when to give the Miranda admonishment. Fails to obtain enough information to determine what is occurring. Fails to identify citizens contacted during the course of the investigation.

4 - *Acceptable* – Uses proper questioning techniques. Elicits available information and records same. Establishes proper rapport with victims/witnesses. Controls the interrogation of suspects and properly conducts a Miranda admonishment.

7 - *Superior* – Consistently uses proper investigative questioning techniques. Establishes rapport with all victims/witnesses. Controls the interrogation of even the most difficult suspects. Conducts successful interrogations of suspects. Fully understands the legalities associated with the Miranda admonishment, and administers the admonishment appropriately.

19. Self-initiated Field Activity

Evaluates the trainee's desire and ability to observe and act upon suspicious activity and to address situations where citizens may require law enforcement assistance.

1 - *Unacceptable* – Fails to observe and/or avoids suspicious activity. Does not investigate same. Rationalizes suspicious circumstances. Avoids or does not recognize situations where citizens may require law enforcement assistance.

4 - *Acceptable* – Recognizes and acts upon situations requiring law enforcement contact or attention. Develops cases from observed activity. Displays inquisitiveness.

7 - *Superior* – Routinely acts on situations requiring law enforcement contact. Maintains "Watch Bulletins" and information provided at roll call for later use in the field. Appropriately uses the information as reasonable suspicion to detain, or to develop probable cause to arrest. Makes quality contacts and/or arrests from observed activity. "Sees" beyond the obvious. Maintains vigilance for suspicious activity and/or situations where citizens may require law enforcement assistance.

20. Officer Safety: General

Evaluates the trainee's ability to perform police tasks without injuring self or others, and without exposing self or others to unreasonable danger or risk.

1 - *Unacceptable* – Fails to follow acceptable safety procedures. Fails to exercise officer safety, including but not limited to:

- a) Exposes weapons to suspect (handgun, baton, chemical agents, etc.).

- b) Fails to keep weapon hand free in enforcement situations.
- c) Stands in front of/next to violator's vehicle door.
- d) Fails to control suspect's movements.
- e) Fails to use illumination when necessary or uses it improperly.
- f) Does not keep violator/suspect in sight.
- g) Fails to advise Communications when leaving vehicle.
- h) Fails to maintain good physical condition.
- i) Fails to properly maintain personal safety equipment.
- j) Does not anticipate potentially dangerous situations.
- k) Stands too close to passing vehicular traffic.
- l) Is careless with gun and/or other weapons.
- m) Fails to position vehicle properly during traffic stops.
- n) Stands in front of door when making contact with occupants.
- o) Makes poor choice of which weapon to use and when to use it.
- p) Cannot articulate why a particular weapon was employed.
- q) Fails to cover other officers or maintain awareness of their activities.
- r) Stands between police and violator's vehicle on a vehicle stop.
- s) Fails to search police vehicle prior to duty and after transporting other than police personnel.

4 - *Acceptable* – Follows acceptable safety procedures. Understands and applies them.

7 - *Superior* – Consistently works safely. Foresees dangerous situations and prepares for them. Keeps partner informed and determines best position for self and partner. Is not overconfident. Serves as an "officer safety" model for others.

21. Officer Safety: Suspicious Persons, Suspects, and Prisoners

Evaluates the trainee's ability to perform police-related tasks safely while dealing with suspicious persons, suspects, and prisoners.

1 - *Unacceptable* – Violates officer safety practices as outlined in SEG 20 (above). Additionally, fails to "pat search," allows people to approach while seated in patrol vehicle, fails to handcuff when appropriate. Conducts poor searches and fails to maintain a position of advantage that could prevent attack or escape.

4 - *Acceptable* – Follows acceptable safety procedures with suspicious persons, suspects, and prisoners. Routinely works with an officer safety mindset.

7 - *Superior* – Foresees potential dangers or hazards and acts to mitigate or eliminate them. Consistently maintains control and a position of advantage during contacts in the field. Remains alert to changing events and adjusts accordingly to maintain safety and control. Serves as a model for officer safety.

22. Control of Conflict: Voice Command

Evaluates the trainee's ability to gain and maintain control of situations through verbal command and instruction.

1 - *Unacceptable* – Speaks too softly or timidly, speaks too loudly, confuses or angers listener by what is said and/or how it is said. Speaks when inappropriate. Unable to use a confident/commanding tone of voice.

4 - *Acceptable* – Speaks with authority in a calm, clear voice. Proper selection of words and knowledge of how and when to use them. Commands usually result in compliance.

7 - *Superior* – Completely controls situations with voice tone, word selection, inflection, and command bearing. Restores order in even the most trying situation through voice and language usage.

23. Control of Conflict: Physical Skill

Evaluates the trainee's ability to use the proper level of force for the given situation.

1 - *Unacceptable* – Employs too little or too much force for a given situation. Is physically unable to gain compliance or effect an arrest. Does not use proper restraints or uses them improperly.

4 - *Acceptable* – Obtains and maintains control through the proper use and amount of force. Uses restraints effectively.

7 - *Superior* – Displays above average knowledge and skill in the use of restraints. Extremely adept in employing the proper use of force for a given situation. Understands the legalities involved in the use of force.

24. Problem-solving Techniques/Decision Making

Evaluates the trainee's performance in terms of ability to perceive problems accurately, form valid conclusions, arrive at sound judgments, and make proper decisions.

1 - *Unacceptable* – Acts without thought or good reason. Avoids problems. Demonstrates a failure to understand problem-solving techniques by not using them or not applying them effectively. Fails to ask the right questions. Does not assess a proper or effective response to the problem. Is unable to reason through a problem and come to a conclusion. Is unable to choose alternative solutions. Is indecisive, naive. Cannot recall previous solutions and apply them in similar situations.

4 - *Acceptable* – Able to reason through a problem and come to an acceptable conclusion in routine situations. Perceives situations as they really are. Is capable of explaining what a problem-solving model is. Generates proper questions designed to identify problem. Generally able to choose a solution. Analyzes response for further action. Makes decisions with little assistance. Makes reasonable decisions based on information available.

7 - *Superior* – Able to reason through most routine and complex situations and reach appropriate conclusions. When confronted with a problem, uses department-endorsed problem-solving approach/model. Has keen perception. Identifies root causes of problems, not just symptoms. Anticipates problems and prepares potential resolutions in advance. Relates past solutions to present situations, and selects workable solutions. Properly assesses response, adjusts accordingly, and plans for follow-up.

25. Communications: Appropriate Use of Codes/Procedure

Evaluates the trainee's use of communications equipment in accordance with department policy and procedure.

1 - *Unacceptable* – Violates policy concerning use of communications equipment. Does not follow correct procedures. Does not understand or use proper communication codes/language.

4 - *Acceptable* – Complies with policy and accepted procedures. Has good working knowledge of most common codes/language and uses communication equipment appropriately.

7 - *Superior* – Consistently adheres to department communications policies. Has superior working knowledge of codes/language used during communications, and properly applies that knowledge as appropriate.

26. Radio: Listens and Comprehends

Evaluates the trainee's ability to pay attention to radio traffic and to understand the information transmitted.

1 - *Unacceptable* – Repeatedly misses own call sign and is unaware of traffic in adjoining beats. Requires dispatcher to repeat radio transmissions or does not accurately comprehend transmission.

4 - *Acceptable* – Copies own radio transmissions and is normally aware of radio traffic directed to adjoining beats.

7 - *Superior* – Is aware of own traffic and what is occurring throughout the service area. Recalls previous transmissions and uses that information to advantage.

27. Radio: Articulation of Transmissions

Evaluates the trainee's ability to communicate with others via the law enforcement radio.

1 - *Unacceptable* – Does not pre-plan transmissions. Over/under modulates. Improperly uses microphone. Speaks too rapidly or too slowly. Multiple complaints regarding trainee's use of the radio.

4 - *Acceptable* – Uses proper procedure with clear, concise, and complete transmissions. Few complaints regarding trainee's use of the radio.

7 - *Superior* – Transmits clearly, calmly, concisely, and completely, even in stressful situations. Transmissions are well thought out and do not have to be repeated. No complaints regarding trainee's use of the radio.

28. Mobile Computer Terminal (MCT): Use/Comprehension/Articulation

Evaluates the trainee's ability to operate the terminal and receive and send clear communications via MCT.

1 - *Unacceptable* – Does not understand dispatch and/or message formats. Does not recognize messages addressed to his/her unit. Fails to properly update the status of the unit. Is unfamiliar with formats necessary for routine operation and inquiries. Is unable to compose understandable text. Does not recognize officer safety issues involved in dispatch calls. Violates FCC regulations and/or department policy.

4 - *Acceptable* – Understands the operation and formats required for all function and status keys. Can communicate by administrative message. Understands message, dispatch, and database formats used daily by officers. Properly updates status. Readily recognizes officer safety issues involved in the disposition of calls. Types clear and brief messages. Adheres to FCC regulations and department policy.

7 - *Superior* – Consistently recalls dispatch information without running summaries. Understands CAD, DMV, and CLETS error messages. Proficient in use of all function keys, administrative messages, and BOLO file retrieval.

KNOWLEDGE

29. Department Policies and Procedures

Evaluates the trainee's knowledge of department policies/ procedures and ability to apply this knowledge under field conditions.

A. Reflected by Verbal/Written/Simulated Testing:

1 - *Unacceptable* – When tested, answers with less than 70% accuracy.

4 - *Acceptable* – When tested, answers with at least 70% accuracy.

7 - *Superior* – When tested, answers with 100% accuracy.

B. Reflected in Field Performance:

1 - *Unacceptable* – Fails to display knowledge of department policies, regulations, and/or procedures, or violates same.

4 - *Acceptable* – Familiar with most commonly applied department policies, regulations,

procedures, and complies with same.

7 - *Superior* – Has an excellent working knowledge of department policies, regulations, and procedures, including those less known and seldom used.

30. Criminal Statutes

Evaluates the trainee's knowledge of the criminal statutes [Penal Code (PC), Vehicle Code (VC), Welfare & Institutions (W&I), Business & Professions Code (B&P or BPC), Health & Safety Code (H&S or HSC), and all city/county codes] and his/her ability to apply that knowledge to field situations.

A. Reflected by Verbal/Written/Simulated Testing:

1 - *Unacceptable* – When tested, answers with less than 70% accuracy.

4 - *Acceptable* – When tested, answers with at least 70% accuracy.

7 - *Superior* – When tested, answers with 100% accuracy.

B. Reflected in Field Performance:

1 - *Unacceptable* – Does not know the elements of basic code sections. Does not recognize criminal offenses when encountered or makes mistakes relative to whether or not crimes have been committed and, if so, which crimes. Incorrectly identifies violation(s). Provides incorrect court assignments or dates.

4 - *Acceptable* – Recognizes commonly encountered criminal offenses and applies appropriate code section. Recognizes differences between criminal and non-criminal activity. Correctly identifies violation(s). Provides correct court assignments and dates.

7 - *Superior* – Has outstanding knowledge of all codes and applies that knowledge to normal and unusual activity quickly and effectively. Consistently able to locate lesser known code sections in reference material.

31. Criminal Procedure

Evaluates the trainee's knowledge of criminal procedures including laws of arrest, search and seizure, warrants, juvenile law, etc. Evaluates ability to apply those procedures to field situations.

A. Reflected by Verbal/Written/Simulated Testing

1 - *Unacceptable* – When tested, answers with less than 70% accuracy.

4 - *Acceptable* – When tested, answers with at least 70% accuracy.

7 - *Superior* – When tested, answers with 100% accuracy.

B. Reflected in Field Performance

1 - *Unacceptable* – Violates procedural requirements. Attempts to conduct illegal searches, fails to search when appropriate, attempts to seize evidence illegally, and arrest unlawfully.

4 - *Acceptable* – Follows required procedure in commonly encountered situations. Conducts proper searches and seizes evidence legally. Makes arrests within guidelines.

7 - *Superior* – Follows required procedure in all cases, accurately applying the law relative to searching, seizing evidence, release of information, and effecting arrests.

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APPENDIX II

End of Cycle /End of Phase

End of Phase Report (EPR)

REPORT DATE: _____ PHASE: _____ START DATE: _____ END DATE: _____

Trainee (Last, First MI)

Badge / ID

Evaluation Period

From:

To:

PART A. SIGNIFICANT STRENGTHS/WEAKNESSES

Use the following page for additional comment(s).

STRENGTHS:

1

2

3

WEAKNESSES:

1

2

3

PART B. ADDITIONAL TRAINING / REMEDIAL EFFORTS

PART C. ADDITIONAL COMMENTS

PART

PART D. REQUIRED SIGNATURES

☐ I have reviewed/discussed this End of Phase Report with my Field Training Officer (FTO) and understand the evaluation given.

Trainee Signature _____ Date: _____

Print FTO Name

Badge / ID

Date

Print FT SAC Name

Badge / ID

Date

☐ Additional page(s) attached

**SANTA CLARA POLICE DEPARTMENT
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APPENDIX III

Supervisor's Weekly Report (SWR)

Supervisor's Weekly Report (SWR)

REPORT DATE _____ PHASE _____ WEEK _____

| | | | |
|--------------------------|------------|--------------------------------------|------------|
| Trainee (Last, First MI) | Badge / ID | Primary Field Training Officer (FTO) | Badge / ID |
|--------------------------|------------|--------------------------------------|------------|

PART A. REVIEW OF TRAINING

☐ I have reviewed this Trainee's Daily Observation Reports (DORs) for this evaluation period: Week of: _____ to: _____

☐ I have also discussed his/her overall performance with Field Training Officer (FTO): _____

Additional method(s) by which the trainee's performance was evaluated:

☐ End of Phase Meetings ☐ Citizen Contacts ☐ Other FTOs ☐ Conferences ☐ Field Visit

☐ Radio Traffic ☐ Report Review ☐ Ride-a-long ☐ Daily Briefing

☐ Other (explain): _____

PART B. TRAINEE'S PERFORMANCE: STRENGTHS / WEAKNESSES

☐ I have discussed the trainee's most significant strengths with him/her.

☐ I have discussed the trainee's most significant weaknesses with him/her.

PART C. REMEDIAL TRAINING (IF APPLICABLE)

☐ The following remedial training is required based on deficient performance (see *RT Assignment Worksheet*):

PART D. SUPERVISOR'S COMMENTS REGARDING PROGRESS TO DATE

☐ The trainee's progress to date is ACCEPTABLE based on the above evaluation.

☐ The trainee's progress to date is NOT ACCEPTABLE based on the above evaluation.

PART E. REQUIRED SIGNATURES

☐ I have reviewed/discussed this Weekly Report with the FT Supervisor (FT SAC) and understand the evaluation given.

Trainee Signature _____ Date _____

FTO SAC Name _____ Badge _____ Date _____

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APPENDIX IV

Remedial Training Form

Remedial Training Assignment Worksheet

REPORT DATE: _____ PHASE: _____ START DATE: _____ END DATE: _____

| | | | |
|--------------------------|------------|------------------------------|-----------|
| Trainee (Last, First MI) | Badge / ID | Field Training Officer (FTO) | Badge /ID |
|--------------------------|------------|------------------------------|-----------|

PART A. PERFORMANCE DEFICIENCIES

Your FTO has identified one or more areas of deficient performance that require your immediate attention for improvement. You will be expected to fully complete this training assignment by this date: _____

Define the specific problem with example(s). Describe the training already conducted:

PART B. TRAINING ASSIGNMENT

Describe the specific assignment(s) given to the trainee to correct the above problem. The trainee will be expected to perform at a satisfactory level in identified area(s).
NOTE: Your FTO will describe the required assignment needed to improve your performance in terms of specific goals and objectives.

☐ I have reviewed/discussed the above training assignment with my FTO and understand the specific goals and objectives.

Trainee's Signature: _____ Date _____

PART C. ASSIGNMENT COMPLETION

- Has the trainee completed this training assignment satisfactorily? ☐ Yes ☐ No
- Is the trainee now performing at a competent level?..... ☐ Yes ☐ No
- Has an additional assignment been given? ☐ Yes ☐ No

NOTE: If the training plan was not completed satisfactorily, specific recommendations must be made regarding the trainee's continued substandard performance. Additional RT Assignment Worksheets should be generated outlining a follow-up training Plan. It is the responsibility of the *originating FTO* to ensure that RT assignment(s) are communicated to the trainee's next FTO so that follow-up can be monitored.
Comments regarding completion of assignment:

PART D. REQUIRED SIGNATURES

☐ I have reviewed/discussed all areas noted in this RT Assignment Worksheet and understand the evaluation given.

Trainee Signature: _____ Date: _____
FTO Signature: _____ Date: _____
SAC Signature: _____ Date: _____



APPENDIX V

Probationary Officer Evaluation Report

SANTA CLARA POLICE DEPARTMENT
PROBATIONARY OFFICER EVALUATION REPORT

OFFICER _____ # _____ SUPERVISOR _____ # _____

RATING PERIOD _____ TO _____ REPORT # _____ DATE OF REPORT _____

INSTRUCTIONS: This report is to be completed by the probationary officer's supervisor and submitted to the FTO Commander. The officer is to be rated for performance during (4) two week periods and subsequent monthly periods until completion of probation, using the standardized guidelines on the back of this form. Specific comments are required for all ratings of 2 or less and of 6 or higher. The evaluator is also encouraged to comment on any areas of superior or substandard performance. Attach copies of officer-involved accidents and any unacceptable reports by the officer.

PERFORMANCE AREAS (circle)

MINIMUM ACCEPTABLE LEVEL

| | | | | | | | | |
|---|---|---|---|---|---|---|---|------|
| 1) ORIENTATION | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *N/0 |
| 2) FIELD PERFORMANCE (Routine) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *N/0 |
| 3) FIELD PERFORMANCE (Stress) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *N/0 |
| 4) REPORT WRITING | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *N/0 |
| 5) SELF-INITIATED ACTIVITY | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *N/0 |
| 6) PROBLEM SOLVING/DECISION MAKING..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *N/0 |
| 7) RADIO COMMUNICATIONS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *N/0 |
| 8) SCPD POLICY AND PROCEDURES | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *N/0 |
| 9) RELATIONSHIP WITH OTHERS..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *N/0 |
| 10) WORK ATTITUDE/APPEARANCE..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *N/0 |

MOST ACCEPTABLE PERFORMANCE DURING RATING PERIOD:

LEAST ACCEPTABLE PERFORMANCE DURING RATING PERIOD:

ADDITIONAL COMMENTS:

OFFICER _____ SERGEANT _____
(SIGNATURE) (SIGNATURE)

☐ RECOMMEND OFFICER BE RETURNED TO FTO PROGRAM FOR ADDITIONAL TRAINING.

- # 1 Unacceptable: Unable to use map, cannot relate his/her location to destination. Unfamiliar with beat or district. Extended response times to calls.
- #4 Acceptable: Reasonably aware of his/her locations. Quick use of map to find streets and then get there. Generally familiar with beat and district.
- #7 Superior: Acceptable response time to calls. Demonstrates good working knowledge of beat problem areas, streets, and main district street arteries

2) FIELD PERFORMANCE (Routine)

- # 1 Unacceptable: Seems confused or slow to take action. Poor and immature decisions. Lack of common sense. Fails to use training. Does not request advice or assistance when needed. Poor field investigations.
- #4 Acceptable: Able to evaluate situations and take proper action. Uses good common sense and applies training. Requests supervisor/ assistance when needed.
- #7 Superior: Requires little supervision. Follows direction and makes sound decisions. Conducts good and complete field investigation.

3) FIELD PERFORMANCE (Stress)

- #1 Unacceptable: Becomes emotional and panics, unable to function, loses temper/control. Fails to apply training. Poor or dangerous errors in officer safety. Hazard to self, other officers and citizens. Poor command bearing.
- #4 Acceptable: Exhibits calm controlled bearing. Doesn't allow situations to deteriorate further. Applies training/supervisor's instructions. Good officer safety.
- #7 Superior: Understands and follows directions under stressful conditions. Is able to maintain control and order. Speaks with authority calmly.

4) REPORT WRITING

- # 1 Unacceptable: Uses improper forms. Poor handwriting and grammar. Incomplete reports lacking organization and elements of crime. Unable to conduct basic investigation, interviewing witnesses and interrogating suspects. Fails to turn in reports at end of watch. Excessive time writing.
- #4 Acceptable: Uses correct forms. Converts field investigations into organized and logical sequence. Satisfactory neatness, grammar, and time used.
- #7 Superior: Consistently completes detailed reports with accuracy and neatness. Reports reflect good field investigation and interview techniques

5) SELF INITIATED ACTIVITY

- #1 Unacceptable: Avoids or fails to self-initiate activity. Does not follow-up leads. Rationalizes suspicious activity. Few car stops, FI's, on-view arrests
- #4 Acceptable: Recognizes suspicious activity, makes cases from routine activity. Actively patrols beat, average number of stops, FI's, on-view arrests
- #7 Superior: Recalls and uses info from briefings, APB's, watch bulletins for PC in making stops and subsequent searches and arrests. High amount of activity.

6) PROBLEM SOLVING/DECISION MAKING

- # 1 Unacceptable: Acts without thinking, indecisive. Relies on others to make decisions.
- #4 Acceptable: Uses training and common sense to reason out problems. Has good perception and ability to make his/her own decisions correctly
- #7 Superior: Excellent perception abilities in foreseeing and understanding new problems and arriving at logical and correct solutions.

7) RADIO COMMUNICATIONS

- # 1 Unacceptable: Poor knowledge of codes and procedure. Repeatedly misses calls. Fails to answer or is unaware of traffic on nearby beats.
- #4 Acceptable: Generally uses proper procedure with short, clear transmissions.
- #7 Superior: Uses proper procedure. Clear and calm transmissions under stress

8) SCPD POLICIES AND PROCEDURES

- # 1 Unacceptable: Poor knowledge of policies, procedures, and codes. No effort in learning.
- #4 Acceptable: Familiar with most policies, procedures and codes Tries to improve
- #7 Superior: Exceptional working knowledge of policies, procedures, and codes

9) RELATIONSHIP WITH OTHERS

- # 1 Unacceptable: Abrupt, belligerent, overbearing, introverted, and uncommunicative
- #4 Acceptable: Courteous, friendly, unbiased, communicates in a professional manner.
- #7 Superior: Quickly establishes rapport and is objective. Appears at ease in person to person situations. Gets along well with other officers.

10) WORK ATTITUDE/APPEARANCE

- # 1 Unacceptable: Abuses authority, continually late to briefing, excessive sick leave. Overweight, poor grooming, improperly maintained uniform/equipment
- #4 Acceptable: Active job interest prompts neat physical and uniform appearance.
- #7 Superior: Uses off-duty time to improve self, maintains high ideals, responsible. Tailored uniform, well-groomed, excellent uniform and equipment maintenance

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APPENDIX VI

Field Training Program Critique Form/Field Training Officer Critique Form



FIELD TRAINING PROGRAM CRITIQUE FORM

The Field Training Program personnel are determined to provide new employees with an effective training experience. Below is a list of questions pertaining to the training you received while involved in the Field Training Program. The purpose of the form is to present objective feedback to program personnel to be used to improve and enhance the program's effectiveness. Please read each question carefully and respond honestly and directly. Your candidness and comments will be appreciated. Once completed, please return the form to the FTP SAC.

1. Did the orientation process help you prepare for the Field Training Program and did you understand the program's expectations of you?

YES

NO

Please comment:

2. Was the length of the program adequate?

YES

NO

Please comment:

3. Do you feel that the training you received in the program was meaningful in relation to the job you are now doing?

YES

NO

Please comment:

4. Were there any areas of training you felt were ignored which should have been included or extended?

YES

NO

Please comment:

5. Was the instruction and training provided by the FTOs generally consistent with one another?

YES

NO

Please comment:

6. Do you feel the evaluations in the Field Training Program (DORs, Supervisor Weekly Reports, etc.) were necessary for your development as a police officer?

YES

NO

Please comment:

7. Do you feel program personnel were objective in making evaluations, judgments, and decisions about you?

YES

NO

Please comment:

8. Do you feel there was sufficient time available for special activities such as COPS projects or other beat activities?

YES

NO

Please comment:

9. Upon completion of the Field Training Program, do you feel you were proficient in each of the following areas?

| | | | |
|----|---|-----|----|
| A. | Department Policies and Procedures | YES | NO |
| B. | Patrol Vehicle Operations | YES | NO |
| C. | Officer Safety | YES | NO |
| D. | Report Writing | YES | NO |
| E. | Codes and Law | YES | NO |
| F. | Patrol Procedures | YES | NO |
| G. | Handcuffing & Searching Techniques | YES | NO |
| H. | Use of Force | YES | NO |
| I. | Traffic (including DUI & Accident Inv.) | YES | NO |
| J. | Search and Seizure | YES | NO |
| K. | Radio Procedures | YES | NO |
| L. | Investigations and Evidence | YES | NO |
| M. | Conflict Resolution | YES | NO |
| N. | COPPS/POP | YES | NO |
| O. | Courtroom Procedures | YES | NO |

10. Are there any changes that need to be made to improve the program?

11. Use the space below to add anything that may not have been covered above.

Trainee Signature

Date



FIELD TRAINING PROGRAM FTO CRITIQUE FORM

In an effort to ensure that, each Field Training Officer (FTO) maintains a high level of skill, performance, and interest, this critique form is to be completed by the trainee. The purpose of the form is to provide objective feedback to the FTOs so they can use the information to enhance their teaching/training skills. It is imperative these questions be answered honestly and directly. Field training officers will benefit by knowing the impression they have made on you, their trainee.

Your comment in each category is important. Please take time to provide details about why you rated the FTO as you did. The more information that you can provide, the better the picture we will have of each FTO's level of skill and their continued suitability for the position.

This critique form is confidential and will only be reviewed by field training program administrative personnel. The general content (not your identity) of the feedback will be relayed to the FTOs to assist with improving training methods.

This critique is for FTO _____ Phase: _____

1. The Field Training Program's emphasis is on both training **and** evaluation. Assign percentages (to total 100%) to the amount of effort your FTO exerted in each area. (Example: Training 50% - Evaluation 50%; Training 70% - Evaluation 30%; etc.)

Training _____% Evaluation _____%

2. Using percentages indicate how you perceived your FTO related to you.

I am one of a number of recruits _____% I am an individual _____%

Circle the response below that best answers the question or comment.

3. What type of role model was the FTO for you?

POOR FAIR AVERAGE GOOD EXCELLENT

4. Was the FTO attentive to your needs, problems, or concerns?

POOR FAIR AVERAGE GOOD EXCELLENT

5. Rate the FTO's knowledge of the training material covered.

POOR FAIR AVERAGE GOOD EXCELLENT

6. How would you describe the FTO's skill as a trainer and his/her training methods such as handouts, visual aids, scenarios, role-plays, etc.?

POOR FAIR AVERAGE GOOD EXCELLENT

7. Rate the FTO's ability to communicate with you.

POOR FAIR AVERAGE GOOD EXCELLENT

8. Rate the FTO's honesty, fairness, and objectivity in rating you.

POOR FAIR AVERAGE GOOD EXCELLENT

9. Describe the FTO's method of critiquing your performance, whether verbally or in writing.

TOO NEGATIVE TOO CRITICAL UNFAIR GOOD VERY POSITIVE

10. Did the FTO work with you on areas he/she identified as deficient or where improvement was needed?

NEVER SELDOM OCCASIONALLY USUALLY ALWAYS

11. List the area(s) you consider the FTO's greatest strengths (i.e. training skills, officer safety tactics, codes and law knowledge, report writing, etc.).

12. List the area(s) in which you feel the FTO needs improvement.

13. Were there any conflicts with the FTO's training and your academy training? YES NO

If there were conflicts/discrepancies, please explain.

14. Did you experience any discrepancies between FTOs? YES NO

If yes, in what context did they occur?

15. Please list any additional comments or suggestions here.

Trainee Signature

Date

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APPENDIX VII

Field Training Program/Completion Record/Competency Attestation

Field Training Program Completion Record/ Competency Attestation

REPORT DATE: _____

| | | | |
|--------------------------|-----------|--------------------------------------|----------|
| Trainee (Last, First MI) | Badge /ID | Primary Field Training Officer (FTO) | Badge/ID |
|--------------------------|-----------|--------------------------------------|----------|

PART A. PROGRAM COMPLETION

| Phase | Field Training Officer | Badge /ID | Shift/Watch | Training Dates (Inclusive) | |
|-------|------------------------|-----------|-------------|----------------------------|-----|
| 1 | | | | From: | To: |
| 2 | | | | From: | To: |
| 3 | | | | From: | To: |
| 4 | | | | From: | To: |

PART B. TRAINEE ATTESTATION

I have been instructed in each phase of the prescribed training contained in the Field Training Program Guide, and my training performance and stages of progress were documented and reviewed with me by training staff as required.

Trainee Signature _____ Date _____

PART C. TRAINING CERTIFICATION/REQUIRED SIGNATURES

I certify that Officer _____ has received the instruction outlined in the Field Training Program Guide and has performed competently in all structured learning content areas. I also certify that all tests have been completed at a satisfactory level and that this trainee is now prepared to work as a solo patrol officer.

Primary FTO Signature _____ Date _____

| | | |
|-------------------|------------|------|
| Print FT SAC Name | Badge / ID | Date |
|-------------------|------------|------|

PART D. AGENCY HEAD ATTESTATION / REQUIRED SIGNATURES

I attest that the above named trainee has satisfactorily completed the prescribed Field Training Program and is competent to perform as a solo patrol officer.

Agency Head Signature _____ Date _____

| | |
|------------------------|----------|
| Print Agency Head Name | Badge/ID |
|------------------------|----------|



APPENDIX VIII

Field Training Program Terminology

FIELD TRAINING PROGRAM TERMINOLOGY

Behavior/Performance Anchored Ratings: An appraisal of performance, which measures the trainee's ability to perform as a solo patrol officer based upon standardized evaluation guidelines.

Competency: Demonstration of the knowledge, skills, abilities, and attitudes to safely and effectively perform the duties of a solo patrol officer within a department.

Daily Observation Report (DOR): The form completed by the Field Training Officer (FTO) that records the trainee's performance for each work day.

Department: The local law enforcement agency providing the Field Training Program to the officer/deputy trainee.

End of Cycle Report (ECR): A form completed by the Field Training Officer at the end of each training cycle that addresses the trainee's strengths and weaknesses and provides an indication as to the trainee's level of performance and progress to date.

Feedback: Verbal or written response to trainee performance provided to the trainee from the field training staff.

Field Training Officer (FTO): Any officer assigned the responsibility of training and evaluating trainees during the Field Training Program who meets the minimum standards as set forth in POST regulations and who has completed a POST-certified FTO Course.

Learning Activity: An activity designed to achieve or facilitate one or more training goals. Trainees participating in a learning activity should be coached and provided feedback. These learning activities should be used to bolster a trainee's confidence and abilities, and to prepare the trainee for competent performance in the field.

Learning Domain: An instructional unit that covers related subject matter from the Regular Basic Course (Academy).

Minimum Training Standards: Those standards met when the trainee consistently demonstrates the knowledge and ability to perform tasks required to perform solo patrol duties. Demonstration of said ability must occur in actual or field-like scenario situations and must be performed in a safe and competent manner.

Performance Objective: Description of skills, knowledge, ability, attitude, or action the trainee must have or do to demonstrate mastery of a training goal.

Remedial Training: A correction or review of previously taught information or procedures (excluding academy training). Necessary when the trainee's job performance is evaluated as less than acceptable after having been provided with sufficient training or intervention which should have corrected and/or improved the job performance.

Standardized Evaluation Guidelines (SEGs): Categorized behavioral descriptions of the levels of performance that are applied to all trainees and reported on the Daily Observation Report.

Supervisor's Bi-Weekly Report: A form completed by a Field Training Supervisor/Administrator/Coordinator (SAC) that addresses the trainee's progress and performance for each 2 week period.

Test: An evaluation of the trainee's skills, knowledge, and/or ability to perform a specific task or training goal. The trainee's competency must be demonstrated or tested through, minimally, one of the following types of tests:

- **Agency-Constructed Knowledge Tests.** An agency-constructed written or verbal test that measures the knowledge required to achieve one or more training goals.
- **Scenario Tests.** A job-simulation test that measures the skills, knowledge, and/or abilities required to achieve one or more training goals.
- **Field Performance Tests.** Any tests other than an agency-constructed knowledge test or scenario test that measures the skills, knowledge, abilities, and attitudes required to achieve one or more training goals. These will generally be in the form of calls for service, traffic enforcement, and self-initiated activity.

Topic: A word or phrase that succinctly describes subject matter associated with a training goal.

Trainee: Officer/Deputy assigned to an approved field training program under the direct and immediate supervision of a qualified (POST-certified) field training officer.

Training Goal: A general statement of the results that training is supposed to produce such as identification of a behavior, job skill, or knowledge in which the trainee must develop competence.

FTO SPEECH

I am Officer _____ and I'll be your FTO for the next _____ weeks. My role is to assist you in succeeding as a Trainee, with the goal of your becoming a competent solo patrol officer in our agency. To accomplish this goal, I'll instruct and counsel you on many law enforcement techniques to enhance and apply the training you received at the academy, with the objective of developing your personal skills and style.

Do not accept 'training' - however well-intended - from other officers or FTOs unless I have specifically directed it. Your welfare, safety, and training are my primary responsibilities.

I expect you to report for duty each shift on time, prepared for work, with all your gear and in proper uniform. Get adequate rest, eat properly, and exercise. Above all else, keep focused on safety: yours, mine, our fellow officers, and the community. Be alert from the time we go on duty until we end the shift.

To quantify your daily performance and behavior, I'll use the Standardized Evaluation Guidelines (SEGs), which define performance as 'Outstanding', 'Acceptable', and 'Needs Improvement' using a rating scale of 1 to 7. While these ratings are important, don't be fixated on them and ignore their purpose: to help you identify the areas where you are strong and those areas that need improvement. (Provide Trainee a copy of SEGs)

During our shift, you'll often see me taking notes to ensure the Daily Observation Report (DOR) reflects your performance in an accurate manner. At the end of the shift, we'll review the DOR and discuss the day's performance in detail. I'll expect you to actively identify the areas you felt went well and those that didn't, with suggestions and comments from you on what you learned from the events. (Review DOR and explain how you rate)

As a trainee, you're expected to experience some areas where you "make mistakes" or may be unsure of law, procedures or techniques. The important thing is to learn from your mistakes and make an effort to not repeat them. I'll ask you to explain not just what you did but why you did it and what the consequences could be of your act or failure to act.

To that end, your daily ratings will always reflect your overall performance in a category based on frequency and severity. (Let me give you some examples)

I will not assign 'homework' but you may find you need to dedicate a reasonable amount of personal time to reviewing certain topics. While I prepare your DOR each shift, you'll be assigned certain training materials to measure and enhance your technical knowledge.

I want you to ask questions about anything that is unclear or that causes you concern. Don't wait for something to happen before asking; ask whenever the issue enters your mind.

At the beginning of your FTO program, I will likely take the lead when handling calls or initiating activity. You must be alert and closely observe how I handle myself. This includes how I position myself and our police vehicle, how I conduct myself with people, non-verbal body language, how I conduct investigations, and how I practice officer safety. Throughout the FTO program, you will be expected to start taking the lead more and more based on your ability and the type of situation - especially after handling repeated similar type calls or contacts.

From time to time, I may have to intervene or override your actions if I believe you are too hesitant unsafe or are providing incorrect information. Whenever possible, I want you to reestablish yourself and continue the contact. I may use verbal or non-verbal 'cues' to override, such as _____

I take pride in being a professional officer and in our department's reputation. If there is anything that I do or say that gives you discomfort or concern, ask me about it without hesitation. If at any time you are uncomfortable with other employee's actions, call it to my attention without delay. If you aren't comfortable, talking to me about it, refer to the FTO Chain of Command in the Field Training Program Manual for who to address your issue with.

I look forward to working with you during the coming weeks and being a positive influence on your success as a solo patrol officer.

NOTE: Instruct the trainee not to drive around to try to follow up on cases or to intervene in criminal matters on their off time "Observe & report; be a good witness" is the best motto.

INTRODUCTION TO TRAINEE

- Summarize your experience and training.
- Allow Trainee to summarize their background and define their career goals.
- Review the Trainee's file and discuss it with the Trainee. Identify areas of strength first and then discuss any areas of concern. Allow Trainee to identify their weaknesses and their suggestions on ways to improve. Create an Action Plan with the Trainee.
- Go over all the basics of preparing for duty: be sure they have a locker, all gear properly placed on belt, uniform and soft body armor properly fitted, how to log in for duty, how to call in if late or ill, subpoenas, talking to the Defense investigator, etc., etc. Don't assume they know anything. Make up your own checklist.
- At first Roll Call, introduce the Trainee to the supervisor and the team; summarize the Trainee's background. Don't allow 'hazing', 'pet names', or other inappropriate remarks.